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The primary purpose of this study is to provide an up-to-date report on certain social and economic characteristics of credit students enrolled in a newly established comprehensive community college system. A socioeconomic data sheet was constructed by the writer and completed by 11,184 students enrolled in 42 North Carolina community colleges and technical institutes. Comparisons were made between North Carolina students and those in other states, in addition to comparisons among the program areas and among curriculums within the occupational programs. The study indicates that the community colleges and technical institutes, through the open-door policy, have successfully extended universal education beyond the high school. But certain factors should be strengthened if these institutions are to provide a sound educative program for all the community. The results of the study indicate that there should be a determined effort to provide additional opportunities for the lower socioeconomic groups, the female, the evening student, and the student over 25. Social activities and the housing situation should be reviewed and adapted to the local situation. A more coordinated effort among the high schools, the community colleges and technical institutes, and the senior colleges is needed to provide a sound educative program for all the community. (Author)

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FINAL REPORT

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July, 1969

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Gerald M. Bolick

North Carolina Department of Community Colleges
Raleigh, North Carolina

July, 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

The comprehensive community college or technical institute cannot be understood without a clear, factual, and unbiased understanding of its students. Planning for the future must take into account that the individuals who attend the community colleges and technical institutes differ widely in ability, in adjustment, in beliefs, and in physical and mental health. It is not only important that the administrator, the instructor, and the community know that these variations do exist but they should have a knowledge of their magnitude and nature.

The primary purpose of the study is to obtain a clearer understanding of the social and economic characteristics of the student in this relatively new approach to education. To obtain this information a socio-economic data sheet was constructed and completed by 11,184 students enrolled in forty-two community colleges and technical institutes throughout a newly established comprehensive community college system. The data sheet was composed of factors related to student and family income, parents' education, monetary assistance, employment status, sex, race, marital status, highest grade completed, high school curriculum, student's plans relative to future education and employment, class attendance, and distance to class.

The data were utilized to make comparisons among program and curriculum areas and between the North Carolina student and students in other states. In addition to the comparisons, profiles were constructed for the typical North Carolina student, the college transfer student, the technical student, and the vocational student. Other student profiles included in the study are: agriculture, distribution, engineering, health, home economics, office, and trades and industry.

The results of the study indicate that the North Carolina community colleges and technical institutes are enrolling students from many social and economic backgrounds. One of the most noticeable characteristics is the variation in age. Students attending the institutions vary in age from 17 to over 50 years; however, a majority of the students are 22 years of age or younger. The college transfer and technical students tend to be younger than the vocational students.

The data show that 92 percent of the students enrolled in the three credit programs have completed the twelfth grade or the GED, whereas 35 percent of their fathers and 46 percent of their mothers completed twelve years or the GED. Six percent of the students have already completed at least fourteen years of formal education but are working toward an associate degree or a vocational diploma.

More than one half of the students noted that their parents' income exceeded \$5000 for the last twelve months, and about one sixth of the students indicated that either their income or their parents' income exceeded \$10,000.

At the time the survey was completed 54 percent of the students were employed at least part-time. More than 40 percent of the students enrolled in the trades and industry curriculums indicated they were employed on a full-time basis.

Even though the institutions in the North Carolina Community College System accept students without regard to race, the percentage of non-white students in the community colleges and technical institutes is approximately one-half that of the non-white population of North Carolina. There is a considerable variation in the ratio of whites to non-whites among program areas and curriculums.

The overall male to female ratio of students in the North Carolina community colleges and technical institutes is 2 to 1; however the percentage of males ranges from 100 in one institution to 28 in another. A similar variation exists within the occupational programs.

More than ten percent of the students are "boarding" students, and more than one third of the students attend an institution located outside their home county. The number of "boarding" students varies from none in three institutions to almost one third of the student body in another institution. Fourteen percent of the students travel over 25 miles to class each day, although a majority of the students travel less than ten miles to class.

Eighty-six percent of the college transfer students plan to work toward a four-year degree, compared to 27 percent and 16 percent of the technical and vocational, respectively; the number of students who indicated that they plan to work toward a four-year degree is almost equal to the number of college transfer students.

The potential value of the community college system to the state is evident in that approximately one third of the students indicated they would not have attended an educational

institution this year if the institutions they are attending had not existed and in that more than three fourth of the students plan to be employed in North Carolina.

The data indicate that the community colleges and technical institutes, through the "Open Door" policy, have successfully extended universal education beyond the high school, but certain factors should be strengthened if these institutions are to provide a sound educative program for "all" the community. The results of the study indicate that there should be a determined effort to provide additional opportunities for the lower socio-economic groups, the female, the evening student, the non-white, and the "over 25" student. Social activities and the housing situation should be reviewed and adapted to the local situation.

A more coordinated effort among the high schools, the community colleges and technical institutes, and the senior colleges is needed to provide a complete and appropriate educational program.

Chapter I

INTRODUCTION

If such a complex community institution as a community college is to accomplish its functions effectively, it must identify the needs of those it serves, analyze the community to discover to what extent and to what degree those needs are being met through non-school experiences, provide a sound school program to meet the remaining needs, and lead the community to coordinate more effectively its total educative resources for the increased benefit of all its members.¹

Educators and community leaders should be aware of the fact that no blueprint should be presented for any group or class of community - related educational programs. The specific needs and resources of each educational institution and each community will differ too much from those of others to make such blueprinting possible, even if it were considered desirable. Furthermore, any program that will truly meet the needs of a particular institution and enlist the wholehearted support of the faculty, students, administrators, and community at large must be a program that is thought through and accepted locally.²

"Each institution must define its community in order to study it, to be alert to changes wrought in it by social forces, and to serve it."³ These principles apply to all types of community institutions, but especially to a community college.

In Article I Section 115A-2: of the "Community College Act" on July 1, 1963, the North Carolina Legislature defined the "community college as an educational institution," dedicated

1. Edmund G. Olsen (ed.), School and Community (New York: Prentice Hall, Inc., 1954), p. 448.

2. Ibid., p. 471.

3. Malcolm S. MacLean and Dan W. Dodson, "Educational Needs Emerging from the Changing Demands of Society," The Public Junior College (Chicago: University of Chicago Press, 1956), p. 32.

primarily to the educational needs of the particular area for which established, and

- a. which offers the freshmen and sophomore courses of a college of arts and sciences,
- b. which may offer organized curricula for the training of technicians,
- c. which may offer vocational, trade, and technical specialty courses and programs, and
- d. which may offer courses in general adult education.¹

The only difference in the organization of the technical institute and the community college is that in addition to the vocational, technical, and adult programs offered by the technical institute the community college offers the college transfer program.

The people of North Carolina were also aware that most rural boys and girls who go away to college do not return to work in their home communities. They are drained off into urban districts where their former family life and culture soon become extinct. Brownell believes that "one of the best ways to kill a small town is for the college to have no community orientation." He adds that by "siphoning off" the students from active citizenship in their home town the community is deprived of its potential leadership.²

The community college is basically a local institution. It can operate as a centralizing agency to bring the people of the area together. It can train directly for citizenship and can help to extend the sense of belonging. The local college can also postpone for at least a year or more the "siphoning off" which Brownell describes and give the youth that much more opportunity to get their roots into the nourishing soil of the community.³

1. Public School Laws of North Carolina, (1963), c. 115, sec. A., General Statutes of North Carolina, p. 2.

2. Baker Brownell, The College and the Community (New York: Harper and Brothers, 1952), p. 20.

3. MacLean and Dodson, "Educational Needs Emerging from the Changing Demands of Society," p. 32.

Background of North Carolina's Community College System

The basis of the North Carolina Community College System dates back to 1952 to the Community College Study,¹ however, the system as it existed in 1969 dates to The Report of the North Carolina Governor's Commission on Education Beyond the High School² of 1962. This report indicated a need for a community college system in North Carolina that would provide a relatively small comprehensive college within commuting distance of most students. The commission stated these requirements as follows:

If the opportunity for a college education is in fact to be made available to all of the young people who will be eager for it, there must be sufficient geographical dispersal of colleges that large numbers of students may commute to college. In a state where in 1960 half the families had an income of less than \$4,000 it hardly need be argued that a great many capable students will not be able to attend a residential college at a cost of \$1,000 to \$2,000 per year. But by living at home, and perhaps by carrying a part-time job, they can afford to attend a local public college.³

Published reports tend to indicate a close relation between the presence of a college in a county and a high incidence of college attendance by the residents.

The commission also pointed out the economic advantage to the state of a community college system as compared to residential colleges:

Another strong factor in favor of nonresidential community colleges is their relative economy in capital outlay. Lacking dormitories at a cost of nearly \$3,000 per resident and lacking other supporting facilities of a type essential to a residential college plant is consequently less

1. Allan S. Hurlburt, Community College Study (Raleigh: State Superintendent of Public Instruction, 1952), (Publication No. 285) 44 pages.

2. Irving E. Caryle, Chairman, The Governor's Commission on Education Beyond the High School (Raleigh: State of North Carolina, 1962).

3. Ibid., p. 65.

expensive to build and maintain. And the non-residential two-year college is the most economical of all, because of its less extensive library, laboratory, and other physical requirements in comparison with those of a senior college.¹

Kastner asserts that a state cannot afford not to have a community college system because the community college graduate will yield an annual interest return on the taxpayer's investment of at least 12.28 percent for males and 11.01 percent for females over a forty-five year work period.²

The North Carolina Governor's Commission defined a service area for a community college:

The area to be served by a community college is necessarily defined by the distance which students may be expected to commute. Forty-five minutes or about thirty road miles each way define the maximum practical daily commuting range.³

It may be noted that the Community College Study⁴ in 1952 designated twenty-five miles as a reasonable commuting distance. However, the difference in road miles could be justified in many parts of the state by the improvement in road conditions over the ten-year period. The commission might have deemed it necessary, in some locations, to extend the geographical boundaries in order to insure a full-time student equivalent enrollment of 400 to 500 students for each institution by the end of the first five years of operation. The enrollment size was deemed essential by the commission "to give a community college sound prospects of success."

1. Ibid., p. 65.

2. Harold H. Kastner, Jr., "The Economic Value of Community Colleges," Junior College Journal, Vol. 46,

3. Caryle, The Governor's Commission on Education Beyond the High School, p. 73.

4. Hurlburt, Community College Study, p. 34.

5. Caryle, The Governor's Commission on Education Beyond the High School, p. 73.

The Hamilton Report¹ of 1962 gives a relatively detailed area designation as to where community college units should be located. A map showing the designated areas is included as Figure 1, page 9.

Need for the Study

The community college cannot be understood without a clear, factual, and unbiased understanding of its students. The college must define clearly the groups in the community whose educational needs it plans to serve if it is to offer a complete, appropriate education. This information is needed by the instructors so that they may adapt their methods to the facts of student needs and purposes. Patrons and students profit from accurate information when determining what they can expect from the college. Administrators and policy makers of the institutions need this information to help them fulfill their obligation to the community and to the institutions. Writers on educational subjects especially need this understanding in order that their recommendations for the development of higher education may be appropriate and workable.²

The community college is not limited to the usual college curriculums and degrees. Its offerings and activities are geared especially to the people it serves. It is usually locally controlled; consequently it can be more responsive to local needs and aware of community resources useful in program development and operation.³

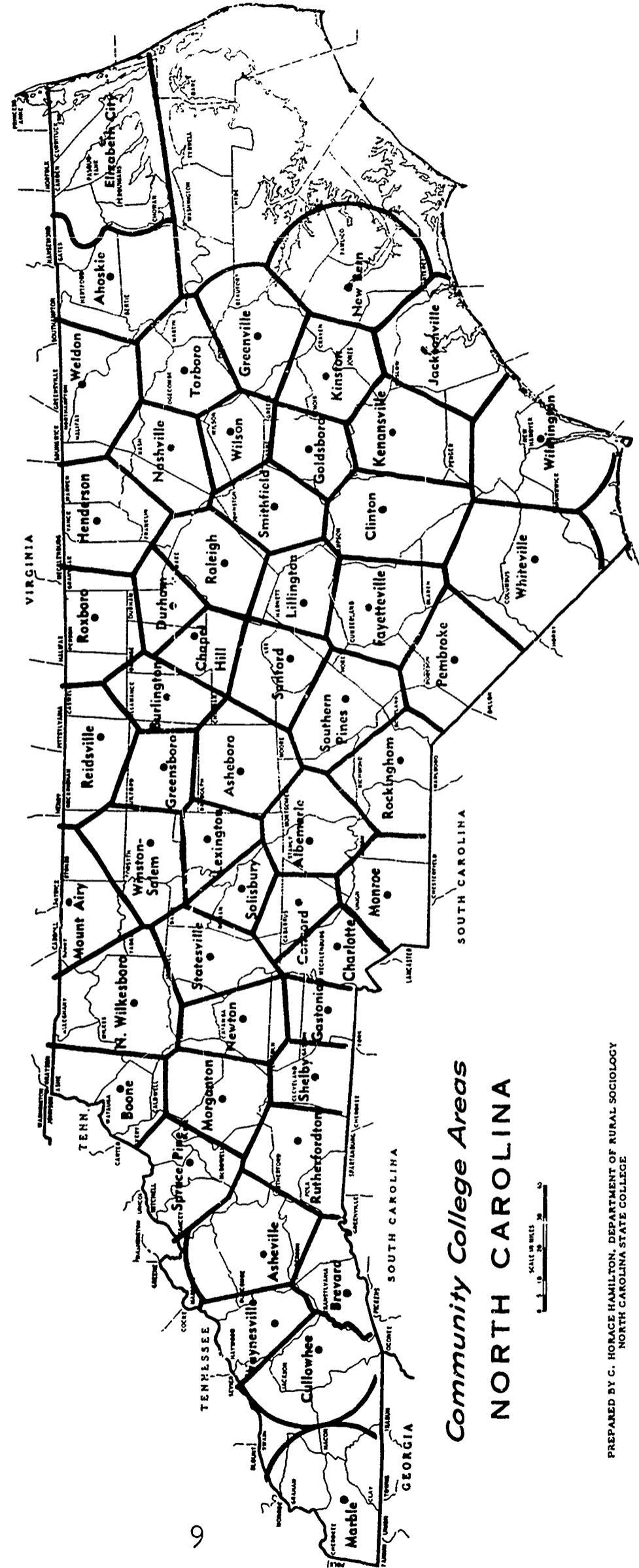
"Planning for the future must take into account the basic fact that whatever system of higher education emerges from the effort to assimilate eleven million or even seven million students, will need to be adapted, not only to great variation in academic aptitude and achievement, but also to highly

1. Horace Hamilton, Community Colleges for North Carolina (Raleigh: North Carolina Board of Higher Education, 1962), p. 30.

2. James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, Inc., 1960), p. 146.

3. The Yearbook Committee, "Role of the Public Junior College," The Public Junior College, Ed. Nelson B. Henry (Chicago: University of Chicago Press, 1956), p. 69.

Figure 1
Proposed Locations of Community College Institutions
Hamilton Report



PREPARED BY C. HORACE HAMILTON, DEPARTMENT OF RURAL SOCIOLOGY
NORTH CAROLINA STATE COLLEGE

diverse social and cultural backgrounds, interests, and dispositions."¹

The characteristic of junior community college students which has been studied most thoroughly is their academic aptitude. This is an important factor which allows comparisons to be made of junior college students with students in other educational institutions.

The community junior college shares an interest in academic aptitude, so important to the "transfer" part of its curriculum, but it is interested also in other practical aptitudes which may exist somewhat independently of verbal and numerical aptitudes. College aptitude tests do not measure all the human aptitudes important to the community junior college student. Recent studies in higher education have included other student characteristics. According to McConnell interest in nonacademic aptitudes stems from several sources:

One is the evidence that measured scholastic aptitude, or even previous scholastic achievement, is in only a limited degree related to college success, expressed either in persistence or in grade-point averages. It is becoming increasingly apparent that the social and cultural background of students, the poverty or the wealth and variety of their previous experience, condition their educational development.

Their attitudes, values, intellectual disposition, and educational goals will likewise help determine how they respond to instruction, to student and faculty culture, to the dominant characteristics of the institutions they attend.²

It has been noted that individuals who seek or need more education differ widely in ability, in adjustment, in beliefs, and in physical and mental health. While some needs are important in determining interest in future education, others are equally potent in determining the kind and amount of education desired. Some students have heavy responsibilities and few resources, whereas others are in a most favorable financial position. Financial need and accessibility are

1. T. R. McConnell, A General Pattern for American Public Higher Education (New York: McGraw-Hill Book Company, 1962), p. 19.

2. Ibid., p. 20.

major factors in determining whether individuals are able to obtain an education beyond high school. Equally important is the availability of a wide range of programs adapted to the needs, interests, and abilities of the prospective students. The programs must also be related to the economy of the area in order that placement for graduates will be available.¹

Purpose of the Study

The primary purpose of this study is to provide an up-to-date report of certain economic, geographic, and educational characteristics of credit students enrolled in a newly established comprehensive community college system. In addition to providing an up-to-date report the study is designed:

- To establish socio-economic profiles for the following:
 - The North Carolina Community College System.
 - Each of the three program areas that offer credit.
 - Each of the seven curriculums in the occupational programs.
- To compare certain socio-economic characteristics of the North Carolina Community College and Technical Institute student with their counterpart in other states.
- To determine how much variation exists among students attending the North Carolina Community Colleges and Technical Institutes as indicated by certain socio-economic characteristics.
- To collect data that will serve as a base for follow-up studies to test the effect of various student characteristics on such factors as drop-out rate, student grades, employment opportunities, and employment success.

1. Paul L. Dressel, "Educational Demands Arising From Individual Needs and Purposes," The Public Junior College, Ed. Nelson B. Henry (Chicago: University of Chicago Press, 1956), p. 41.

..... To provide information related to the socio-economic characteristics of students attending community colleges and technical institutes to other states that have community college programs or which intend to initiate such programs.

Procedure

A socio-economic data sheet (Figure 2, page 13) was completed by 11,184 students enrolled in the three credit programs (college transfer, technical, and vocational) in forty-two community colleges and technical institutes located throughout North Carolina (Figure 3, page 14). Over 70 percent of the students enrolled in the forty-two institutions during the winter quarter of 1967-68 for credit participated in the study. The data sheet is composed of socio-economic factors related to student and family income, parents' education, monetary assistance, employment status, sex, race, marital status, highest grade completed, high school curriculum, student's plans relative to future education and employment, class attendance, and distance to class.

The data sheets were issued and explained to personnel directors from each institution at their January, 1968 meeting. The data sheets were completed during the winter quarter and returned to the Department of Community Colleges. The writer began an immediate follow-up to insure a high percentage of participation.

As soon as the data were collected, coded, and placed on computer cards the information was compiled and used to construct tables showing percentage distribution of answers to the various questionnaire items. One of these tables is the all-state distributions of answers on all of the twenty-five questions; this constitutes a summary profile of the characteristics of students enrolled for credit in the North Carolina community colleges and technical institutes. Others compare distributions on a program basis (college transfer, technical, and vocational) and provide separate profiles for students in each of the three credit programs in the community college system. The final comparison includes the seven occupational programs and provides separate profiles for agriculture, business, engineering, health, home economics, office, and trades and industry. These tabulations for the North Carolina System have been supplemented by comparisons between

Figure 2

Socio-Economic Data Sheet

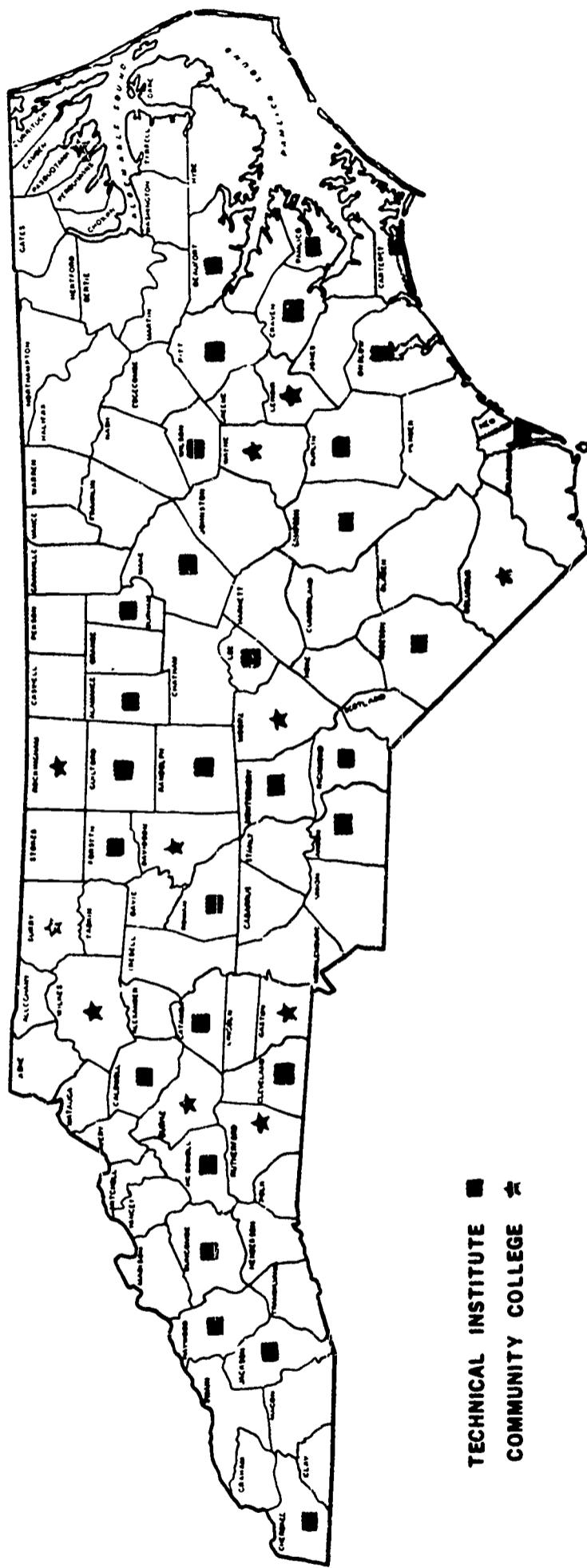
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INSTRUCTIONS: Read the question carefully and place a for your selection. Do not leave any questions unmarked.

1. Program	4. Attendance	
<input type="checkbox"/> College Transfer	<input type="checkbox"/> Day	
<input type="checkbox"/> Technical	<input type="checkbox"/> Evening (Most classes after 5:00 P.M.)	
<input type="checkbox"/> Vocational		
2. If enrolled in Occupational Program check one	5. Contact hours this quarter	
<input type="checkbox"/> Agriculture	<input type="checkbox"/> 1-6	<input type="checkbox"/> 18-20
<input type="checkbox"/> Distribution	<input type="checkbox"/> 7-11	<input type="checkbox"/> 21-25
<input type="checkbox"/> Engineering	<input type="checkbox"/> 12-15	<input type="checkbox"/> 26-30
<input type="checkbox"/> Health	<input type="checkbox"/> 16-17	<input type="checkbox"/> Over 30
<input type="checkbox"/> Home Economics		
<input type="checkbox"/> Office		
<input type="checkbox"/> Trades and Industry		
3. Classification	6. Referred to this institution by	
<input type="checkbox"/> New Freshman	<input type="checkbox"/> Parent	
<input type="checkbox"/> Returning Freshman	<input type="checkbox"/> Employer	
<input type="checkbox"/> Sophomore	<input type="checkbox"/> Other Student	
	<input type="checkbox"/> Radio, Newspaper, TV	
	<input type="checkbox"/> School Recruiter	
	<input type="checkbox"/> High School Counselor	
	<input type="checkbox"/> Welfare Agency	
7. Sex	17. Is this institution located in your home county	
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8. Race	18. Employment status	
<input type="checkbox"/> White	<input type="checkbox"/> Unemployed	
<input type="checkbox"/> Negro	<input type="checkbox"/> Employed part-time	
<input type="checkbox"/> American Indian	<input type="checkbox"/> Employed full-time	
<input type="checkbox"/> Other. (Specify) _____		
9. Age	19. Would you have attended another educational institution this year if this institution had not existed	
<input type="checkbox"/> 17	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> 18	20. Estimated parent income for last 12 months	
<input type="checkbox"/> 19	<input type="checkbox"/> Less than \$999	
<input type="checkbox"/> 20-22	<input type="checkbox"/> \$1000 - 1999	
<input type="checkbox"/> 23-25	<input type="checkbox"/> \$2000 - 2999	
	<input type="checkbox"/> \$3000 - 3999	
	<input type="checkbox"/> \$4000 - 4999	
	<input type="checkbox"/> \$5000 - 5999	
	<input type="checkbox"/> \$6000 - 7499	
	<input type="checkbox"/> \$7500 - 9999	
	<input type="checkbox"/> Above \$10,000	
10. Marital status	21. Estimated student income for last 12 months	
<input type="checkbox"/> Single	<input type="checkbox"/> Less than \$999	
<input type="checkbox"/> Married	<input type="checkbox"/> \$1000 - 1999	
<input type="checkbox"/> Divorced	<input type="checkbox"/> \$2000 - 2999	
11. Highest grade completed	<input type="checkbox"/> \$3000 - 3999	
<input type="checkbox"/> 7-8	<input type="checkbox"/> \$4000 - 4999	
<input type="checkbox"/> 9-11	<input type="checkbox"/> \$5000 - 5999	
<input type="checkbox"/> 12	<input type="checkbox"/> \$6000 - 7499	
<input type="checkbox"/> GED	<input type="checkbox"/> \$7500 - 9999	
	<input type="checkbox"/> Above \$10,000	
12. High school curriculum	22. Assistance received	
<input type="checkbox"/> General	<input type="checkbox"/> G. I. Bill	
<input type="checkbox"/> Vocational	<input type="checkbox"/> Scholarship	
<input type="checkbox"/> Academic	<input type="checkbox"/> Vocational Rehabilitation	
13. Highest grade completed - father	<input type="checkbox"/> Welfare Agency	
<input type="checkbox"/> Less than 7	<input type="checkbox"/> Other (Specify) _____	
<input type="checkbox"/> 7-8		
<input type="checkbox"/> 9-11		
<input type="checkbox"/> 12		
<input type="checkbox"/> GED		
	23. Plan to work toward 4 year degree	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
14. Highest grade completed - mother	24. Plan to be employed in North Carolina	
<input type="checkbox"/> Less than 7	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> 7-8		
<input type="checkbox"/> 9-11		
<input type="checkbox"/> 12		
<input type="checkbox"/> GED		
	25. If answer to 24 is no check one of the following	
	<input type="checkbox"/> Enter military service	
15. Distance to class each day (one way)	<input type="checkbox"/> Marriage	
<input type="checkbox"/> Less than 1 mile	<input type="checkbox"/> Work in another state	
<input type="checkbox"/> 1-3		
<input type="checkbox"/> 4-6		
<input type="checkbox"/> 7-9		
	<input type="checkbox"/> Other (Specify) _____	
16. Residence while attending class		
<input type="checkbox"/> Live with parents		
<input type="checkbox"/> Live with spouse		
<input type="checkbox"/> Boarding student		
<input type="checkbox"/> Other (Specify) _____		

Figure 3

Location of North Carolina Community Colleges and Technical Institutes
Participating in the Study



these data and existing data for community college units in other states.

A preliminary study involving 250 students was conducted by the researcher during 1966-67. The purpose of the study was to field-test the survey instrument and the methods used in the comparisons. As a result of the previous study the 1968 data sheet was limited to 25 questions, rather than 28, designed as a multiple-choice, rather than an open-end instrument; completed by the students in the classroom, instead of at registration; and percentage ratings for each answer were determined rather than a mean score for each question.

Chapter II

SOCIO-ECONOMIC CHARACTERISTICS OF STUDENTS ENROLLED IN COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

No matter what human characteristics one selects, wide variation is the rule among prospective community college students. In contrast to the customary age interval of eighteen to twenty-four years for college students of a few years back the upper limit today must be regarded as sixty or seventy years of age. With reference to intelligence, an IQ of 110 has traditionally been regarded as the minimum for a college degree. On the other hand, the comprehensive community college of today undertakes to provide education for all students over eighteen. Thus, education is faced with the task of catering increasingly to individuals of diverse abilities, interests, attitudes, values, personality traits, and previous preparation.¹

Hillway gives an illuminating description of the community college student in his book, The American Two-Year College:

Many students are what one might call "two-year students." This does not imply any lack of ability or ambition. The student may simply be impatient for independence and thus prefer to enter as quickly as possible upon his career. Should his ideas change during these two years, the door is still open for him. On the other hand, should he continue of the same option and remain in college for no more than two years, he will have completed a recognizable unit of study.

The student may be one who plans to enter one of the occupations for which the two-year college offers preparation. He is not likely to find a program to meet this need in the standard four-year college.

1. Jesse Parker Bogue, The Community College (New York: McGraw Hill Cook Co., 1950), p. 56.

Another type of student for whom the two-year college offers a particular advantage is the person who has not yet made up his mind regarding future plans. Two years of an exploratory nature, especially if the college provides expert counseling and guidance, may be just what such a student needs in planning his career.

If there is a two-year community college in his home town, a student may wish to attend it simply to save money. Regardless, of whether he desires two years of college or a great deal more, the question of cost can be a very important consideration for the average young American.

The student who is relatively immature when he graduates from the twelfth grade may profit from attendance at a local community college. By doing so he may receive more personal attention from the faculty and greater opportunity to develop his personality and social ability.¹

There is another group of persons in attendance in the comprehensive community college. This group consists of adults who because of various obligations are unable to attend a college located outside the community. Often housewives may be found in the day classes while their husbands or career women attend the evening sessions.

In light of the foregoing considerations, the major purposes of the comprehensive community college may be identified as (1) preparation for advanced study (2) vocational education (3) general education and (4) community service.

Although these objectives are widely recognized and generally accepted, each community college has a responsibility for determining its own specific objectives in accordance with the characteristics of its particular community.

This section of the study is devoted to a comparison of certain social and economic characteristics of students enrolled in community colleges and technical institutes in North Carolina (Table 1, page 18) with their counterparts in similar institutions in other states. In addition to this comparison a brief description of the typical North Carolina student is presented.

1. Tyrus Hillway, The American Two-Year College (New York: Harper and Brothers, 1958), p. 88.

Table 1
Socio-Economic Characteristics of Students Enrolled for Credit in Forty-Two North Carolina Community College Institutions
(Number of Students - 11,184)

	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number of Students</u>	<u>Percent of Total</u>
Program						
College transfer	2,632	23.5	Marital status	7,653	68.4	Is this institution located in your home county
Technical	5,243	46.9	Single	3,126	28.0	Yes
Vocational	3,220	28.8	Married	154	01.4	No
Did not answer	89	00.6	Divorced	85	00.8	Did not answer
Curriculum			Widowed	113	01.0	Employment status
Agriculture	414	03.7	Separated	53	00.5	Unemployed
Distribution	256	02.3	Did not answer	176	01.6	Employed part-time
Engineering	1,266	11.3	Highest grade completed	539	04.8	Employed full-time
Health	911	08.1	7-8	7,073	63.2	Did not answer
House Economics	25	00.2	9-11	2,016	18.0	Would you have attended another educational institution this year if this institution had not existed
Office	2,174	19.4	12	539	04.8	Yes
Trade and industry	2,677	23.9	13	7,073	63.2	No
Did not answer	3,461	30.9	14	2,016	18.0	Did not answer
Classification			15-16	515	04.6	Estimated parent income for least 12 months
New freshman	3,782	33.8	Above 16	124	01.1	Less than \$999
Returning freshman	4,380	39.2	Did not answer	34	00.3	\$1000 - 1999
Sophomore	2,645	23.7	High school curriculum	130	01.2	\$2000 - 3999
Did not answer	377	03.4	General	5,903	52.8	\$4000 - 4999
Attendance			Vocational	1,166	10.4	\$5000 - 5999
Day	9,303	63.2	Academic	3,687	33.0	\$6000 - 1999
Evening	1,898	16.2	Did not answer	428	03.8	\$2000 - 3999
Did not answer	73	00.6	Highest grade completed - father	1,708	15.3	\$3000 - 3999
Contact hours			Less than 7	2,323	20.8	\$4000 - 4999
1-6	805	07.2	7-8	2,876	25.7	\$5000 - 5999
7-11	616	05.5	9-11	2,507	22.4	Above \$10,000
12-15	1,528	13.7	12	180	01.6	Did not answer
16-17	1,056	09.4	13	1,708	15.3	Estimated student income for last 12 months
18-20	1,788	16.0	14	346	03.1	Less than \$999
21-25	1,883	16.8	15-16	268	02.4	\$1000 - 1999
26-30	1,581	14.1	Above 16	350	03.1	\$2000 - 3999
Over 30	1,680	15.0	Did not answer	374	03.3	\$4000 - 4999
Did not answer	247	02.2	Highest grade completed - mother	1,713	15.3	\$5000 - 5999
Referred student to institution			Less than 7	3,466	31.0	\$6000 - 7499
Parent	1,772	15.8	7-8	2,245	29.0	Above \$10,000
Employer	568	05.1	9-11	208	01.8	Did not answer
Other student	3,078	27.5	12	342	03.1	Assistance received
Radio,newspaper, TV	1,290	11.5	13	389	03.5	G. I. Bill
School recruiter	924	08.3	14	416	03.7	Scholarship
High school counselor	2,725	24.4	15-16	191	01.7	Vocational rehabilitation
Welfare agency	115	01.0	Above 16	313	02.8	Welfare agency
Did not answer	712	06.4	Did not answer	1,994	17.8	Other
Race			Distance to class each day (one way)	671	06.0	Plan to work toward 4 year degree
White	9,597	85.8	Less than 1 mile	1,994	17.8	Yes
Negro	1,365	12.2	1-3	2,051	18.3	No
American Indian	93	00.8	4-6	1,362	12.2	Did not answer
Did not answer	129	01.1	7-9	1,967	17.6	Plan to be employed in North Carolina
Age			10-15	1,547	13.8	Yes
17	95	00.8	16-25	631	05.6	No
18	2,195	19.6	26-30	885	07.9	Did not answer
19	3,170	28.3	Over 30	76	00.7	If answer to above is no check one of the following
20-25	2,760	24.7	Did not answer			Enter military service
23-25	841	07.5	Residence while attending class			Marriage
26-29	640	05.7	Live with parents			Work in another state
30-39	926	08.3	Live with spouse			Other
40-49	426	03.8	Boarding student			Did not answer
Over 50	96	00.9	Other			
Did not answer	35	00.3	Did not answer			
Sex						
Male	7,527	67.3				
Female	3,595	32.1				
Did not answer	62	00.5				

Age Distribution

As with other characteristics, age distribution will also vary from one community college to another, but in all of the colleges will be found an encouraging number of men and women in their twenties and thirties, seeking through education to find the key to new opportunities and enrich personal living.

College students today range from young to old, able to mediocre, idealistic to practical, naive to sophisticated, rich to poor; they are of all races, of all faiths - and of no faith. They are both self-supporting and self-dependent on their families. All these go to college, each for his own purpose. As the numbers of students continue to increase so does the range of their individual differences.¹

The diversity found among the college students in the above quotation is also applicable to the students attending the North Carolina community colleges and technical institutes. The wide diversity in student characteristics in North Carolina is evident in Table 2, page 20. Student ages range from 17 to more than 50 years, with 74 percent falling in the 18 to 22 bracket. More than 50 percent of the community college and technical institute students are between the ages of 19 and 22 according to this survey.

The age of students enrolled in the North Carolina community colleges and technical institutes are compared below with those in a similar study conducted by Medsker in the late 50's in which he compiled data on the ages of 13,304 community college students in California. The comparison shows that the North Carolina students are considerably younger than the California students in Medsker's Study. Seventy-four percent of the North Carolina students are between 16 and 22 years of age compared to 52 percent of the California students.

1. W. Max Wise, They Came for the Best of Reasons: College Students Today (Washington: American Council on Education, 1958), p. 2.

Table 2

Age Range of Students Enrolled in North Carolina
Community College Institutions Compared to The Medsker Study¹

Age	North Carolina Percent	Medsker Percent
16-17	1	2
18	20	24
19	28	17
20-22	<u>25</u>	<u>10</u>
	<u>74</u>	<u>53</u>
23-25	7	19
26-29	6	12
30 and Over	<u>13</u>	<u>16</u>
	<u>26</u>	<u>47</u>

At Coalinga College (California), Thornton found that 10 percent of the students were more than thirty years of age.² This is somewhat lower than in the North Carolina and Medsker studies where 13 percent and 16 percent of the students, respectively, are thirty years of age or over.

Students in community colleges throughout the nation vary in age from sixteen to more than seventy years. The high proportion of older students indicates that the community college is fulfilling its function of making education available to those to whom education had earlier been denied - the veteran, the housewife, the so-called "late bloomer;" and the retraine.

It is significant that about one sixth of the group, 16 percent, were thirty years of age or older. This tends to strengthen the consensus that there is an increasing tendency for older youths and adults to pursue college work. A higher average age appears to be particularly characteristic

1. Medsker, The Junior College: Progress and Prospect, p. 45.

2. Thornton, The Community Junior College, p. 151.

in community colleges where men and women with work and family responsibilities can attend college in their home communities without disrupting their personal lives.

As continuing education becomes increasingly common, all sorts of provisions for vocational, general, professional, and liberal education will be possible. Much of what we assume should be learned by adolescents may be better acquired by adults. There appears to be no reason why much of the load which formal, full-time education has normally carried cannot in the future become a part-time activity. "Such rescheduling should enable us not so much to weave both vocational training and general education into a person's curriculum as to weave them into his life. And by keeping both kinds of education open at all levels, the education and re-education-in-depth that our society requires becomes possible."¹

The wide age range of students suggests the necessity for community colleges to adapt their instructional methods, their social programs, and their student personnel services to meet the needs and interests of the different age groups. The college in which half or more of the student body is 20 years of age or more is obviously accommodating persons who either were not graduated from high school or did not enter college immediately after high school graduation. Such students bring maturity, experience, definiteness of purpose, motivation, and other assets, but they may be at a disadvantage as a result of their long absence from the classroom and additional personal responsibilities.²

These students are adults and expect to be treated as such. According to Dressel, most adults enroll for further education because they want it. They are well motivated and eager to learn and seem to be more sensitive than youth to environmental factors such as seating, lighting, and ventilation. They demand and appreciate good instruction. Time is tremendously important to adults because of the many roles and responsibilities which they have. They like materials in short, complete units which they can relate directly to daily problems. Thus the adult student is appreciative of systematic and business-like handling of classes. The adult demands opportunity for participation in class activity; he wants a

1. McConnell, A General Pattern for American Public Higher Education, p. 58.

2. Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, 1960), p. 43.

congenial atmosphere and good fellowship, and he expects to learn from the class. If he is denied these satisfactions, he is likely to discontinue.¹

"All would agree that more oldsters would be welcome."² They have brought experience, spice, stability, and competitive "push" to the student body.

As with other characteristics, age distribution will also vary from one community college to another, but in all of the colleges will be found an encouraging number of men and women in their twenties and thirties, seeking through education to find the key to new opportunities and to enrich personal living.

Educational Background

The basic admission policy of many community colleges is simple: "Any high school graduate, or any person more than 18 years of age who seems capable of profiting by the instruction offered, is eligible for admission." It does not, of course, guarantee that every student will succeed. Its purpose is to make sure that every person is granted the opportunity to succeed or fail by his own efforts.

Admission to the community college system is possible for practically any high school graduate, and in some cases non-high school graduates, but admission to specific programs varies with the demands of each program.

Medsker³ found that although community college instructors insist on high entrance standards, there appeared to be general agreement that admission must be flexible. Only five percent of the staff in his study said they would not permit a young adult to enroll, provisionally, who had not graduated from high school but whose records showed he was a good student.

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1. Dressel, "Educational Demands Arising from Individuals Needs and Purposes," p. 50.
 2. Thornton, The Community Junior College, p. 152.
 3. Medsker, The Junior College: Progress and Prospect, p. 185.

The North Carolina community colleges and technical institutes admit only high school graduates or students who possess an adult high school diploma or a high school equivalency certificate to the college transfer and technical programs; however, students who have completed the ninth grade are accepted in the vocational programs.

Table 3 compares the data in this study with a study by Anthony.¹ Both of the studies are concerned with the relation that the high school program in which the student was enrolled has on whether he enrolls in a transfer or terminal program in a community college or technical institute.

Table 3

Relationship Between High School Background and Types of Programs of the North Carolina Community College and Technical Institute Student Compared to a Similar Study by Anthony

	General Academic	Vocational	
	North Carolina	Anthony	North Carolina
Transfer	97%	75%	3%
Terminal	87%	56%	13%

In both studies the student who had completed the high school academic program tended to enroll in college transfer courses, whereas those with backgrounds in vocational education were more likely to enroll in terminal courses. Anthony found that 75 percent of the college transfer students came from general academic programs in high school, whereas only 25 percent came from vocational programs. The North Carolina Study shows a much higher percentage of transfer and terminal students coming from general academic programs than does the Anthony Study. In both studies a larger percentage

1. Donald M. Anthony, "The Relationship of Certain Socio-Economic and Academic Factors to Student Choice of Occupation and Program in Public Junior Colleges," Unpublished doctoral dissertation presented at the University of Texas, Austin, Texas, 1964, p. 156.

of the former vocational students are classified as terminal students in the community college or technical institute.

The educational background of students in North Carolina as in most other comprehensive community colleges ranges from less than nine years of school completed to over 16 years completed. Often these two extremes may be found in the same vocational class. (College transfer and technical applicants are required to have completed high school or its equivalent.) The survey indicates that five percent of the students have met their high school educational requirements through the General Educational Development Program (GED). It should be noted that six percent of the students enrolled in a community college or technical institute program have already completed at least 14 years of formal education but are working toward an associate degree or a vocational diploma. More than 92 percent of the students have completed the twelfth grade or GED, whereas 35 percent of their fathers and 43 percent of their mothers completed 12 years or the GED.

Family Income and Part-Time Employment

One of the earliest advantages claimed for the public community college was that it was expected to make higher education more readily available to able young people who would not be able to attend college away from home. There are many factors that may prevent a person from attending college, but probably the most important factor is family income.

Thornton notes that recent evidence seems to indicate that the public community college does attract able young people from less favored socio-economic groups, presumably increasing the pool of trained and educated talent in American society.¹

The question of cost is a much emphasized point in The Report of the President's Commission on Higher Education. The commission believes that lack of money is the chief barrier to further education for most young people. It also states that community colleges should be established in all areas not already served by local collegiate

1. Thornton, The Community Junior College, p. 156.

institutions to help alleviate the financial burden.¹

The fact that 24 percent of the student's parents have an income of less than \$4000 per annum and that 62 percent of the fathers and 54 percent of the mothers have less than a twelfth grade education indicate that the North Carolina community colleges and technical institutes are reaching a part of the lower socio-economic group who are unlikely to attend another type post-secondary institution. The relatively large number of students employed, 54 percent, may also be an indication that many of the students would not have been able to attend college away from home.

Although the community college is reaching a large number of persons in the lower income levels, there is still a large gap between the socio-economic background of the students and the socio-economic average of the community according to the following studies conducted in Florida and New York.

In a survey at Orange Coast Community College 47.2 percent of the students classified their parents as managers, proprietors, professional people, technicians, and sales representatives, but only 22.3 percent of the labor force in the Orange Coast Community was so employed.²

In a New York state technical institute two-thirds of the student body came from homes identified with the skilled and managerial-professional occupational groups, implying that the lower socio-economic groups are not represented proportionately in the institutions.³

The data in this study also indicate a wide variation in family and student income within an institution and an even larger variation among the institutions in North Carolina. Several of the institutions (26 of the 42 institutions surveyed) had ten percent or more of the student body whose parents had more than \$10,000 annual income. Four of the twenty-six institutions had over twenty percent of the students whose parents are in this higher income bracket.

1. "Organizing Higher Education," Higher Education for American Democracy Report of the President's Commission on Higher Education (Washington: Government Printing Office, 1947), Vol. III, pp. 6-7.

2. Bogue, The Community College, p. 58.
3. Ibid., p. 59.

A factor often closely associated with the socio-economic background of the student, especially the community college student, is the number of students who have part-time employment. Other factors, such as age, marital status, hours of course work, whether day or night student, certainly influence part-time employment and often may be of greater importance than the socio-economic background of the student's family. "Working your way through college" is a familiar phrase to all Americans. The advent of the community college has made this part of American folklore much more feasible for many young men and women.

As one reviews the literature concerning part-time employment of the community college students, he finds considerable variation from college to college. This variation can be noted from the following summary of three such studies: At Orange Coast College about 33 percent of the full-time students worked fewer than ten hours weekly during the school year. Thirty-four percent worked between ten and twenty hours weekly; 19 percent worked from twenty to thirty hours and 14 percent worked more than thirty hours weekly and carried a full load. In North Carolina more than half (53.5 percent of the students are employed at least part-time.

One of the main objectives of this study is to determine whether the community colleges and technical institutes are reaching "all the people" of the state. The fact that the parents' income ranges from less than \$999 to over \$10,000 for the last twelve months indicates that the institutions are being utilized by people with varied economic backgrounds. A similar situation existed for student income for the last twelve months.

Over one half of the students (55 percent) noted that their parents' income for the last twelve months was above \$5000 and seventeen hundred and thirty students (15.5 percent) indicated that either their income or their parents' income during the last twelve months exceeded \$10,000. The figure is similar to the 15.7 percent of the southern families with an annual income of over \$10,000.²

1. "Who Came to Coalinga College?" (Mimeographed), (Coalinga: Office of Instruction and Records, 1958), quoted in James W. Thornton, Jr., The Community Junior College (New York: John Wiley and Sons, Inc., 1960), p. 154.

2. Mary F. Henson, Trends in the Income of Families and Persons in the United States, 1947-1964. (Washington: United States Department of Commerce, Technical Paper 17), p. 93.

Race, Sex, Marital Status

Other factors related to whether the community college institutions are reaching "all the people" of North Carolina are race, sex, and marital status.

All of the community college institutions accept students without regard to race, and the survey indicates that all institutions except one have some non-whites enrolled. The percentage of non-whites enrolled in the North Carolina community colleges and technical institutes is 13.0 compared to the 1960 non-white population of 25.4 percent in the total population of North Carolina.¹

In a comprehensive community college system where a major emphasis is placed on vocational as well as cultural benefits, the difference in occupational choices between the sexes and the differences in interests merit concern. According to the survey the male to female ratio in the North Carolina Community College System is 2 to 1, with considerable variation among curriculums.

In American colleges generally men students out-number women students. In the fall of 1958 the total opening enrollment of degree-credit students in all institutions included 2,003,424 men and 1,064,993 women, or 65 percent and 35 percent respectively. In the junior colleges the degree-credit figures were 238,105 men and 131,858 women, almost exactly the same ratio. When all junior college students are considered, the inclusion of terminal registrants with the degree-credit students brings the ratio nearly to three men to one woman.²

Wattenbarger noted that in Florida's community junior colleges men outnumber women students three to two. This indicates that Florida's community junior colleges are being of particular service to young women who wish to continue beyond high school.³

1. United States Census of Population - 1960, North Carolina General Population Characteristics (Washington: United States Department of Commerce), Table D-1, 35-530.

2. "Opening Enrollment in Higher Education," Analytic Report Office of Education Circular No. 545. (Washington: Government Printing Office, 1959), p. 13.

3. Wattenbarger, Task Forces Study Five Areas of Florida's Junior College Growth, p. 17.

When all students enrolled for credit in the North Carolina community colleges and technical institutes are considered, the ratio is two men to one woman; however one-year programs have a slightly higher proportion of male students than do the two-year programs.

There was a time - not so many years ago - when marriage was cause for expulsion from college. However, it is not unusual today to find a married couple attending classes together or a married man or woman earning a degree while the spouse works.

Blocker et al state that although no national statistics are available, it is probably true that approximately one quarter of all the students in the two-year colleges are married.¹ Medsker's² figures derived from six junior colleges in California of 23 percent are in general agreement with Blocker's estimate and the 28 percent obtained in the North Carolina Survey.

It may be expected that the activity and social programs of the community college where one fifth or more of the students are married will be different from those in an institution where a married student is the exception.

Day or Evening Attendance

In general it may be said that "extended day" or "adult" classes are those offered primarily for students who attend only part-time and whose full-time occupation is something other than college study. Some classes parallel regular college offerings and carry credit toward degrees; others are offered without credit.

The catalog of Polk Junior College (Florida) describes their evening college as follows:

The evening college is an extension of the day program designed to provide the people of Polk County with an opportunity to extend their education, even though they are unable to attend college on a full-time basis.

1. Blocker, et al, The Two-Year College: A Social Synthesis, p. 108.

2. Medsker, The Junior College: Progress and Prospect, p. 45.

The evening college programs and faculty are substantially the same as those of the day college, although most of the classes meet only once a week. The sessions are designed to give the student exactly as much time for classroom instruction as those enrolled in day college. The textbooks are usually the same as those used in the day sessions.

It is possible to complete all work toward the associate degree by attending only evening classes.¹

In the United States, the public two-year college adult part-time enrollment averages 37 percent of the total enrollment although the hours attended are only a fraction of the attendance of regularly enrolled full-time students.²

McConnell found from a study of California state colleges that the late afternoon and evening programs, which are designed mainly for "limited" students taking fewer than six semester hours of course work, have been expanding more rapidly than the regular daytime courses. In 1950, 85 percent of the students were "regular" students, but by 1958 the percentage had decreased to 65. Many of the part-time students are young adults.³

When the data in this study concerning evening attendance are compared with existing studies, North Carolina has a much lower evening attendance than the national average of 37 percent.⁴ The large number of non-credit courses offered and lack of adequate credit courses in the North Carolina evening program may be partially responsible for the lower percentage.

McConnell⁵ reports that in the fall of 1957 the adult evening part-time students outnumbered full-time day students

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1. Polk Junior College Bulletin, (Bartow, Florida), 1966-67, p. 31.
 2. Thornton, The Community Junior College, p. 158.
 3. McConnell, A General Pattern for American Public Higher Education, p. 56.
 4. Thornton, The Community Junior College, p. 158.
 5. McConnell, A General Pattern for American Public Higher Education, p. 56.

in California Junior Colleges by two to one. This is quite different from the North Carolina community college and technical institute student where the day student outnumbers the evening students by 5 to 1.

Geographic Characteristics

The region of the country and the state in which an individual lives have an important affect on the likelihood of his securing a college education. Communities, too, vary in the percentage of college age population who attend college. In some this variance is related to the socio-economic patterns. In others the difference is accounted for by the existence or non-existence of a college in the community.

Koos reported in 1944 that in communities with colleges a much greater proportion of high school graduates attended college than in communities in which no college existed. Moreover, substantially greater proportions of the population attended in communities where the college was tuition-free or charged a low fee, than in communities where the tuition fee was high.¹

Since the North Carolina community colleges and technical institutes are considered nonresident institutions the survey was designed to determine whether many of the students were "boarding" students and whether a large percentage of the students attended an institution located outside their home county. The results showed that 11 percent of the students were "boarding" students and 38 percent of the students attended an institution not located in their home county. The out-of-county students probably account for most of the students who travel more than 25 miles to class each day (14 percent), or a round trip of more than 50 miles per day. A majority of the students drive less than 10 miles to class.

1. Leonard V. Koos, "Local versus Regional Junior Colleges," School Review, Vol. 52 (November, 1944), p. 525.

Student Activities

Since most students in community colleges live off-campus (44.9 percent of North Carolina students live more than 10 miles from campus), it is important that the social life of the institution be geared to their needs and desires. The student who has completed his classes at noon will be unlikely to remain on campus for a late afternoon meeting. At a college where more than one fifth of the students are married and more than half are employed, clubs and student government may seem comparatively unimportant. For students in a residential college, even frivolous organized activities may provide a welcome diversion from the loneliness of a dormitory room, but students in a community college are likely to find any optional campus event an unwelcome distraction from their busy routines of classes, employment, study, family life, and commuting.¹

A further deterrent lies in the hidden or apparent cost of participation. To the student who is seeking higher education in spite of comparative poverty, the cost of a party dress, of tickets to several activities, of added gasoline or bus fare, and the loss of several hours of work prohibit unnecessary participation in activities. These students may also not participate because of fear of rejection by other students who have more time, money, and social experience. For such reasons only half of the community college students take part in student life, even under the best of circumstances.²

In a majority of the community colleges and technical institutes, athletics appear to be the most sought after social activity both by the students and by the community.

Student Plans

The relatively large number of the North Carolina students, 38 percent, planning to work toward a four-year degree indicates that some of the students enrolled in technical

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1. General Education in Action (Washington: American Council on Education, 1952), p. 293.
 2. Thornton, The Community Junior College, p. 262.

or vocational programs, normally considered terminal programs, do plan to attend a four year institution. The fact that 39 percent of the community college and technical institute students are classified as returning freshmen and that 26 percent are attending class less than 16 hours per week indicates that many of the students can be expected to attend classes longer than the normally required one or two years.

Seventy-nine percent of the students surveyed plan to be employed in North Carolina after graduation and 30 percent of the students indicated that they would not have attended another educational institution this year if the institution they are attending had not existed. Table 4 shows the number of institutions by percent of students who indicated that they would have attended another institution this year.

Table 4

Number of Institutions by Percent of Students
Who Indicated That They Would Have Attended
Another Institution This Year

Percent	Number of Institutions
Less than 40	4
40 - 49	1
50 - 59	8
60 - 69	9
70 - 79	18
80 or above	2

It has been said that the community college exists "to provide post-high school education for all the children of all the people and for all of the people too."¹

1. Thornton, The Community Junior College, p. 158.

The data in this chapter tend to substantiate the point made by various educators that there is no stereotyped student body in the two-year college. The diversity of age, sex, socio-economic background, marital status, geographic characteristics and other factors have several important implications.

Medsker summarizes the obligations that are of most importance to the community college with such a heterogeneous student body:

The diversity of programs in the junior college must provide opportunity for the widely varying levels of ability.

Counseling services are of special importance if students with different abilities and from many different backgrounds are to be assisted in ascertaining occupational and educational goals most appropriate to each of them.

Each college should accumulate a body of facts about its own student body which will serve as a guideline for educational policies and procedures. Much would be gained from cooperative studies by several institutions.

New types of data are needed, particularly on the motivation of students of varying abilities from lower social groups.¹

Hence it is imperative for the school to know what its students are like. Their characteristics should help to determine the nature of the school just as the school seeks to bring about the changes in the students.

Typical North Carolina Student

The typical North Carolina community college or technical institute student is between 19 and 22 years of age, a male, and of the white race. He is single, and lives with his parents. His parents do not have a twelfth grade education;

1. Medsker, The Junior College: Progress and Prospect, pp. 49-50.

however, they did have an income of more than \$5000 for the last twelve months.

The typical student attends day classes between 18 and 30 hours per week and is probably classified as a returning freshman. He travels less than 10 miles to class and is employed at least part-time.

After graduation the typical student plans to work in North Carolina but does not plan to work toward a four year degree. He would have attended another educational institution this year if the one he is now attending had not existed, although almost one third of his classmates would not have continued their education. The community college or technical institute he is attending is located in his home county.

In high school, the typical student was enrolled in the general curriculum and he was referred to the institution where he is now enrolled by another student or the high school counselor.

Chapter III

SOCIO-ECONOMIC CHARACTERISTICS OF STUDENTS ENROLLED IN COLLEGE TRANSFER, TECHNICAL, AND VOCATIONAL PROGRAMS

The three program areas in the North Carolina Community College System that offer credit are: college transfer, technical, and vocational. Twelve (community colleges) of the forty-two institutions offer all three programs whereas technical institutes do not offer the college transfer program.

Students enrolling in the vocational programs are not required to be a high school graduate; however, the student must be 18 years of age or older except where special permission is received from the local school superintendent. In some areas of vocational study a high school diploma is recommended. Students entering the college transfer or technical programs must have completed high school or have passed the high school equivalency test.

The college transfer program is patterned after the curriculums of the freshmen and sophomore years of the four-year colleges. Essentially this means a broad exposure to the liberal arts field and introductory courses for certain professional specializations. Some of the majors upon which students could make a start are: liberal arts, agriculture, business administration, pre-dentistry, pre-engineering, forestry, pre-law, pre-medicine pre-nursing, psychology, and education.

Students completing the program are expected to be able to transfer their earned college credits to a senior college or university and to enter the junior year in a curriculum leading to a bachelor's degree.

Technical programs are offered on a two-year basis and graduates are awarded an Associate in Applied Science degree. The major technology fields for which preparation is given are: agriculture, distribution, health, engineering, office, industry, and home economics. Included among the 50 different curriculums which are offered in these areas are: agribusiness, forestry, electronic data processing, printing administration, civil and sanitary technology, drafting

and design, electronics, dental hygiene, dental laboratory, associate degree nursing, fire administration, law enforcement, court reporting, commercial art, food processing, marine technology, and library technician.

A wide selection of trade, industrial, and service occupations are offered in the vocational programs. Training received in one of these programs can lead to skilled and semi-skilled jobs in business or industry. Among the 39 different curriculums offered in North Carolina institutions are: air conditioning and refrigeration, auto and diesel mechanic, building trades, dental assistant, drafting, machinist, medical laboratory assistant, practical nursing, radio and television servicing, and welding. After completing a program, which will usually be a year in length, a graduate will receive a certificate or diploma.

One can readily detect differences in the characteristics of the students in the different programs when Tables 5, 6, and 7, pages 37, 38, and 39 are compared. One of the most obvious differences is in the percent of college transfer and technical students employed full-time, 14 and 19 percent respectively, compared to the percent of vocational students employed full-time, 31 percent. The contrast between the programs for day students and evening students is also apparent. Ninety percent of the college transfer and 85 percent of the technical students attend day classes compared to 75 percent of the vocational students who attend day classes. A larger offering of evening vocational programs and the fact that more of the vocational students are employed probably account for the larger evening attendance.

The college transfer and technical students tend to be younger, according to the survey, than the vocational student. More than one half of the college transfer and technical students are 19 years of age or under. The younger age of the college transfer student is probably a major reason for the smaller number of married students, 20 percent. The percentages of technical and vocational students who are married are 25 and 40, respectively.

The annual parent income ranges from less than \$999 to over \$10,000 in each of the three program areas. The college transfer student's parent income for the last 12 months is higher than in either of the other programs as is evident in Table 8, page 40.

Table 5
Socio-Economic Characteristics of Students Enrolled in College Transfer Programs
(Number of Students = 2,632)

Program	Number of Students	Percent of Total	Number of Students	Percent of Total	(Number of Students - 2,032)	
					Number of Students	Percent of Total
College transfer	2,632	100.0	2,029	77.1	1,520	57.8
Technical	0	00.0	514	19.5	1,090	41.4
Vocational	0	00.0	40	01.5	22	00.8
Did not answer	0	00.0	18	00.7		
Curriculum			20	00.8		
Agriculture	41	01.6	11	00.4	1,291	49.1
Distribution	24	00.9			967	36.7
Engineering	104	04.0			355	13.5
Health	68	02.6			19	00.7
Home Economics	13	00.5				
Office	148	05.6	1,594	60.6		
Trade and industry	82	03.1	98	03.7		
Did not answer	2,152	81.8	696	26.5		
Classification			14	05.3		
New freshman	722	27.4	13	05.9		
Returning freshman	1,009	38.4	23	00.9		
Sophomore	835	31.7	12	00.5		
Did not answer	66	02.5	29	01.1		
Attendance						
Day	2,376	90.3	1,127	42.8	93	03.5
Evening	236	09.0	87	03.3	87	03.3
Did not answer	20	00.7	1,344	51.1	117	04.4
Contact hours			Did not answer	02.8	200	07.6
1-6	198	07.5	74	02.8	241	09.2
7-11	202	07.7	322	12.2	295	11.2
12-15	818	31.1	440	16.7	379	14.4
16-17	578	22.0	625	23.7	413	15.7
18-20	496	18.9	693	26.3	559	21.2
21-25	189	07.2	59	02.2	248	09.4
26-30	35	01.3	86	03.3		
Over 30	64	02.4	114	04.3		
Did not answer	52	01.9	118	04.5		
Referred student to institution			Did not answer	59		
Parent	576	21.9	116	04.4	1,136	43.2
Employer	62	02.4	59	02.2	583	22.2
Other student	752	28.6	116	04.5	253	09.6
Radio,newspaper, TV	199	07.6	59	02.2	143	05.4
School recruiter	173	06.6				
High school counselor	625	23.8				
Welfare agency	32	01.2				
Did not answer	213	08.1				
Race						
White	2,391	90.9	14	05.6		
Negro	169	06.4	15-16	05.6		
American Indian	35	01.3	Above 16	05.6		
Did not answer	37	C1.4	Did not answer	03.1		
Age			Distance to class each day (one way)	02.1		
17	21	00.8	Less than 1 mile	02.1		
18	583	22.2	1-3	03.1		
19	788	30.0	4-6	03.1		
20-22	721	27.4	7-9	03.1		
23-25	180	06.8	10-15	03.1		
26-29	124	04.7	16-25	03.5		
30-39	148	05.6	26-30	06.6		
40-49	40	01.5	Over 30	08.2		
Over 50	19	00.7	Did not answer	00.6		
Did not answer	8	00.3	Did not answer	17		
Sex			Residence while attending class	00.6		
Male	1,776	67.5	Live with parents	2,270		
Female	844	32.1	Live with spouse	300	86.2	05.0
Did not answer	12	00.4	Boarding student	62	11.4	02.8
			Other		300	02.4
			Did not answer		118	02.4
			Did not answer		501	19.0
			Did not answer		131	04.5
			Did not answer		75	05.0
			Did not answer		269	10.2
			Did not answer		64	02.4
			Did not answer		186	01.1
			Did not answer		13	00.3

Table 6
Socio-Economic Characteristics of Students Enrolled in Technical Programs
 (Number of Students - 5,243)

Program	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students		Percent of Total	Number of Students	Percent of Total
					Marital status	Is this institution located in your home county			
College transfer	5,243	00.0	3,770	71.9	Single	Yes	3,213	61.3	
Technical	0	100.0	1,310	25.0	Married	No	1,992	38.0	
Vocational	0	00.0	64	01.2	Divorced	Did not answer	38	CC.7	
Did not answer	0	00.0	32	00.6	Widowed	Employment status	2,369	45.2	
Curriculum	321	06.1	42	00.8	Did not answer	Unemployed	1,837	35.0	
Agriculture	321	04.0	25	00.5	Highest grade completed	Employed part-time	991	18.9	
Distribution	208	21.4	53	01.0	9-11	Employed full-time	46	00.9	
Engineering	1,122	02.9	144	02.7	7-8	Did not answer			
Health	1,151	00.2	3,266	62.3	12	Would you have attended another educational institution this year if this institution had not existed	3,698	70.5	
Home Economics	9	35.1	232	04.4	GED	Yes	1,419	27.1	
Office	1,841	600	1,116	21.3	13	No	1,26	02.4	
Trade and Industry	600	11.4	1,116	21.3	14	Did not answer			
Did not answer	991	18.9	293	05.6	15-16	Estimated parent income for least 12 months	247	04.7	
Classification			70	01.3	Above 16	Less than \$999	252	04.8	
New freshman	1,688	32.7	11	00.2	Did not answer	\$1,000 - 1999	271	05.2	
Returning freshman	1,925	36.7	58	01.1	High school curriculum	\$20,000 - 2999	414	07.9	
Sophomore	1,475	28.1	2,739	52.2	General	\$30,000 - 3999	552	10.5	
Did not answer	155	03.0	562	10.7	Vocational	\$40,000 - 4999	693	13.2	
Attendance			1,757	33.5	Academic	\$50,000 - 5999	659	16.4	
Day	4,441	84.7	185	03.5	Did not answer	\$60,000 - 7499	717	13.7	
Evening	777	14.8	1,162	21.1	Highest grade completed	\$7500 - 9999	736	14.0	
Did not answer	25	00.5	1,361	26.3	father	Above \$10,000	502	C9.6	
Contact hours			1,231	23.5	Less than 7	Did not answer			
1-6	368	07.0	724	13.8	7-8	Estimated student income for last 12 months	3,698	70.5	
7-11	266	05.1	1,104	21.1	9-11	Less than \$999	1,419	27.1	
12-15	440	08.4	1,361	26.3	12	\$10,000 - 1999	1,26	02.4	
16-17	369	07.0	1,231	23.5	GED	\$20,000 - 2999	247	04.7	
18-20	1,115	21.3	78	01.5	13	\$30,000 - 3999	252	04.8	
21-25	1,465	27.3	134	02.6	14	\$40,000 - 4999	271	05.2	
26-30	686	13.1	171	03.3	15-16	\$50,000 - 5999	414	07.9	
Over 30	426	08.1	152	02.9	Above 16	\$60,000 - 7499	552	10.5	
Did not answer	108	02.1	107	02.0	Did not answer	\$7500 - 9999	693	13.2	
Referred student to institution			161	03.1	Highest grade completed	Above \$10,000	659	16.4	
Parent	794	15.1	1,162	21.1	mother	Did not answer	717	13.7	
Employer	260	05.0	354	06.8	Less than 7	Assistance received	3,698	70.5	
Other student	1,389	26.5	736	15.2	7-8	G. I. Bill	1,043	19.9	
Radio, newspaper, TV	557	10.6	1,657	31.6	9-11	Scholarship	543	10.4	
School recruiter	491	09.4	1,627	31.0	12	Vocational rehabilitation	337	06.4	
High school counselor	1,426	27.2	84	01.6	GED	Welfare agency	258	04.9	
Welfare agency	51	01.0	178	03.4	13	Did not answer	317	C6.0	
Did not answer	275	05.2	166	03.2	14	Other	1,539	29.4	
Race			185	03.5	15-16	Did not answer	2,810	53.6	
White	4,547	86.7	66	01.3	Above 16	Plan to work toward 4 year degree	1,429	27.3	
Negro	595	11.3	126	02.4	Did not answer	Yes	3,577	68.2	
American Indian	37	01.2	34C	06.5	Distance to class each day (one way)	No	237	CC.5	
Did not answer	64	00.6	1,74	20.5	Less than 1 mile	Did not answer			
Age			585	18.8	1-3	Did not answer	4,046	77.2	
17	43	00.8	578	11.0	4-6	Did not answer	1,023	19.5	
18	1,040	19.8	842	16.1	7-9	Plan to be employed in	1,429	27.3	
19	1,616	30.6	723	13.8	10-15	North Carolina	337	C5.4	
20-22	1,399	26.7	295	05.6	16-25	Yes	662	11.6	
23-25	379	07.2	376	07.2	26-30	No	1,26	CC.3	
26-29	262	05.0	30C	00.6	Over 30	Did not answer	1,74	37.2	
30-39	323	06.2	3,099	59.1	Did not answer	If answer to above is no check	3,79	95.4	
40-49	135	02.6	1,985	31.5	02.6	one of the following	3,79	95.3	
Over 50	29	00.6	578	11.0	Did not answer	Pater military service	3,79	95.2	
Did not answer	17	00.3	842	16.1	02.6	Marriage	3,79	95.1	
Sex			723	13.8	02.6	Work in mother state	662	11.6	
Male	3,472	66.2	295	05.6	02.6	Other	1,26	CC.2	
Female	1,746	33.3	376	11.0	02.6	Did not answer	3,79	95.0	
Did not answer	25	CC.5	578	11.0	02.6				

Table 7
Socio-Economic Characteristics of Students Enrolled in Vocational Programs
(Number of Students - 3,220)

Program	Number of Students	Percent of Total	Number of Students		Percent of Total	Number of Students	Percent of Total	
			Number of Students	Percent of Total				
Marital status								
College transfer	0	00.0	Single	1,806	56.1	2,091	64.9	
Technical	0	00.0	Married	1,271	39.5	1,092	33.9	
Vocational	3,220	100.0	Divorced	48	01.5	37	01.1	
Did not answer	0	00.0	Widowed	33	01.0	Did not answer		
Curriculum			Separated	51	01.6	Employment status		
Agriculture	46	01.4	Did not answer	11	00.3	Unemployed	1,409	43.8
Distribution	19	00.6	Highest grade completed	109	03.4	Employed part-time	776	24.1
Engineering	38	01.2	7-8	360	11.2	Employed full-time	1,001	31.1
Health	688	21.4	9-11	2,164	67.2	Did not answer	34	01.1
Home Economics	3	00.1	12	242	07.5	Would you have attended another educational institution this year if this institution had not existed		
Office	174	05.4	GED	193	06.0			
Trade and industry	1,982	61.6	13	81	02.5			
Did not answer	270	08.4	14	29	00.9			
Classification			15-16	10	00.3			
New freshman	1,348	41.9	Above 16	32	01.0			
Returning freshman	1,412	43.9	Did not answer	1,991	61.8			
Sophomore	322	10.0	High school curriculum	509	15.6			
Did not answer	138	04.3	General	566	17.6			
Attendance			Vocational	154	04.8			
Day	2,422	75.2	Academic	648	20.1			
Evening	777	24.1	Did not answer	762	23.7			
Did not answer	21	00.7	Highest grade completed	849	26.4			
Contact hours			Father	568	17.6			
1-6	230	07.1	Less than 7	42	01.3			
7-11	136	04.2	7-8	144	04.5			
12-15	254	07.9	9-11	72	02.2			
16-17	99	03.1	12	42	01.3			
18-20	166	06.2	GED	30	00.9			
21-25	222	06.9	13	63	02.0			
26-30	855	26.6	14	72	02.2			
Over 30	1,165	36.8	15-16	42	01.3			
Did not answer	73	02.3	Above 16	144	04.5			
Referred student to institution			Did not answer	1,226	38.1			
Parent	384	11.9	Highest grade completed	1,099	31.1			
Employer	239	07.4	Mother	500	15.0			
Other student	917	28.5	Less than 7	370	11.5			
Radio, newspaper, TV	523	16.4	7-8	588	18.3			
School recruiter	255	07.9	9-11	1,275	33.4			
High school counselor	661	20.5	12	755	23.4			
Welfare agency	31	01.0	GED	58	01.8			
Did not answer	205	06.4	13	54	01.7			
Race			14	71	02.4			
White	2,599	80.7	15-16	75	2.4			
Negro	581	18.0	Above 16	42	01.3			
American Indian	16	00.6	Did not answer	125	03.9			
Did not answer	22	00.7	Distance to class each day (one way)	165	05.1			
Age			Less than 1 mile	542	16.8			
17	28	00.9	1-3	560	17.4			
18	562	17.5	4-6	418	13.0			
19	748	23.2	7-9	600	18.6			
20-22	616	19.1	10-15	460	14.3			
23-25	277	08.6	16-25	163	05.1			
26-29	251	07.8	26-30	290	09.0			
30-39	443	13.6	Over 30	22	00.7			
40-49	244	07.6	Did not answer	Did not answer	Did not answer			
Over 50	46	01.4	Residence while attending class	Residence while attending class	Residence while attending class			
Did not answer	5	00.2	Live with parents	1,579	49.0			
Sex			Live with spouse	1,091	33.9			
Male	2,231	69.3	Boarding student	247	07.7			
Female	971	30.2	Other	261	08.1			
Did not answer	18	00.5	Did not answer	42	01.3			

Table 8
Parent Income for the Three Program Areas

Parent Income	Transfer	Technical	Vocational
Above \$4000	72%	68%	55%
Above \$6000	51	44	32
Above \$10,000	21	14	09

The data show that more college transfer students drive over 10 miles to class (48 percent) than either the technical student (43 percent) or the vocational student (47 percent). Fewer of the college transfer students live in the county where they attend a community college or technical institute.

Another factor that is evident from this study is that 41 percent of the vocational and 27 percent of the technical students would not have attended another educational institution this year if this institution had not existed. Seventy-seven percent of the college transfer students say they would have attended an educational institution somewhere this year even if the one they attend had not existed. The higher family income, no doubt, is one of the reasons why a much larger percent of the college transfer students indicated they would have attended an educational institution this year even if this institution had not existed. Age of student, marital status, employment status, and education of parents would also be influential.

Eighty-six percent of the college transfer plan to work toward a four-year degree, compared to 27 percent and 16 percent of the technical and vocational students, respectively, who similarly plan to continue their formal education. It is interesting to note that the number of students in the vocational and technical curriculums who indicated that they plan to work toward a four-year degree is almost equal to the number of college transfer students (1944 and 2270 respectively). Fifty-three percent of all the students included in the survey indicated that they had been enrolled in a "general" high school curriculum. This is due, at least in part, to the limited offerings of some of the high schools in North Carolina. The data tend to indicate that a high school student enrolled in an academic program is more likely to enroll in the college transfer

program than in either of the occupational programs, technical or vocational. In contrast to the above statement the high school student enrolled in a vocational curriculum is more likely to enroll in an occupational program if he attends a community college.

The study indicates that 18 percent of the vocational students, 11 percent of the technical students, and 6 percent of the college transfer students are Negro, and that 84 percent of the vocational students plan to be employed in North Carolina compared to 77 percent for the technical and 77 percent for the college transfer students.

Typical College Transfer Student

The typical college transfer student in the North Carolina community colleges is a male, single, white, and either 18 or 19 years of age. He attends class between 12 and 17 hours per week, during the day and is probably classified as a returning freshman.

The student attends an institution in his home county, lives with his parents, and travels less than 15 miles to class each day. He is employed, although almost one half of his classmates are unemployed.

His mother completed the twelfth grade; however, his father probably did not. His parents' income for the last twelve months was above \$6000.

The college transfer student plans to work toward a four-year degree and plans to work in North Carolina after receiving the degree. He was enrolled in an academic curriculum in high school and was referred to the community college by either another student, the high school counselor, or his parents. The typical college transfer student would have attended another educational institution this year if the one he is now attending had not existed.

Typical Technical Student

The typical technical student in the North Carolina community college or technical institute is a male, white, single, and between 18 and 22 years of age. He attends class more than 18 hours per week, during the day and is probably

classified as a returning freshman.

The student attends an institution in his home county, lives with his parents, and travels less than 10 miles to class. He is employed, at least part-time. His parents' had an income of more than \$5000 during the last twelve months, even though they do not have a twelfth grade education.

After graduation the typical technic student plans to work in North Carolina, but does not plan to work toward a four-year degree, although more than one fourth of his classmates do. He would have continued his education at another institution this year if the one where he is now enrolled had not existed. The institution he is attending is located in his home county.

In high school, the typical student was enrolled in the general curriculum and he was referred to the community college or technical institute he is now attending by the high school counselor or by another student.

Typical Vocational Student

The typical vocational student in the North Carolina community colleges and technical institutes is a male, white, single, and between 18 and 22 years of age, although almost one third of his classmates are 26 years of age or older. He attends class more than 25 hours per week, during the day.

The student is enrolled in an institution located in his home county, lives with his parents, and travels less than 10 miles to class each day. He is employed, probably on a full-time basis. His parents did not complete the twelfth grade and their income for the last twelve months was more than \$4000.

The vocational student does not plan to work toward a four-year degree, but does plan to work in North Carolina after graduation. He was enrolled in a general curriculum in high school and was referred to the community college or technical institute by another student, a high school counselor or radio, newspaper, or television. The typical student would have attended another educational institution this year if the one he is now attending had not existed; however, more than one third of his classmates would not have continued their education.

Chapter IV

SOCIO-ECONOMIC CHARACTERISTICS OF STUDENTS ENROLLED IN OCCUPATIONAL CURRICULUMS

This section includes data from the seven curriculum areas (agriculture, distribution, engineering, health, home economics, office, and trades and industry) that compose the occupational programs of the North Carolina Community College System. The distribution of curriculums within the community college system is included as Table 9, page 44.

Of the students completing the survey sheet 76 percent were enrolled in occupational programs. The fact that 30 of the 42 institutions do not offer credit programs in other areas tends to explain the relatively large percentage of occupational students.

More students (2,677) are enrolled in the trades and industry curriculums than in any of the other curriculum areas. This is largely due to the number of trade and industry programs offered (189) in the state. The office curriculums are a close second both in number of students (2,174) and in number of programs (131).

The purpose of this section is to provide a socio-economic profile for each curriculum area. In order to construct this type of descriptive profile each area will be considered separately.

Agriculture

The primary objective of the agricultural offerings in the North Carolina community colleges and technical institutes is to train individuals with a good understanding of agriculture who can exercise sound judgment and perform competently such activities as selling, servicing, supervising, controlling, evaluating, diagnosing, building, operating, and testing in specialized situations.

Table 9

Distribution of Occupational Curriculums in the Forty-Two
North Carolina Community College Institutions

Institutions	Agriculture	Distribution	Engineering	Health	Home Economics	Office	Trades Industry	Total
Aleamance			5	2		4	4	15
Ansonville							4	4
Asheville-Buncombe		1	5	1		4	7	18
Beaufort County				1		2	3	6
Caldwell				1		5	7	13
Cape Fear	1		4	1		2	6	14
Carteret County			1	1		2	3	7
Catawba Valley	2	1	5	1		5	6	20
Central Carolina	3		2	1		1	5	12
Cleveland County				1		2	3	6
College of Albemarle			2	1		1	3	7
Craven				1		2	3	6
Davidson County	2		2			3	6	13
Durham			3	3		6	3	15
Fayetteville	1		5	1		4	5	16
Porsyth	2		3	1		2	9	17
Gaston		1	7			2	8	18
Guilford			6	1		4	10	21
Haywood County	1			1		3	3	8
James Sprunt	2			1		5	7	15
Isothermal			3			2	2	7
Lenoir County	2		3			6	6	17
Marion-McDowell						2	3	5
Onslow				1		3	5	9
Pamlico County							2	2
Pitt	3		3	3		5	5	19
Randolph	1		1	1	1	1	5	10
Richmond			2	1		3	5	11
Robeson County	1			1		2	2	6
Rockingham			4	1		3	4	12
Rowan			5	1		3	8	17
Sampson County				1		4	1	6
Sandhills				1		6	4	11
Southeastern				2		5	5	12
Southwestern				1		2	4	7
Surry	1		2			2	2	7
Tri-County						1	3	4
W. W. Holding			3	3		4	6	16
Wayne	4		2	5		4	3	18
Western Piedmont			1	1		4	2	8
Wilkes	4	1	3	1		7	3	19
Wilkes County	1	—	5	1	—	3	4	14
Total	31	4	87	45	1	131	189	488

Table 10
Socio-Economic Characteristics of Students Enrolled in Agricultural Curriculums
 (Number of Students - 414)

	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total		
Program										
College transfer	41	09.9	355	85.7	183	44.2	101	24.4		
Technical	321	77.5	48	11.6	230	55.6	87	20.9		
Vocational	46	11.1	5	01.2	1	00.2	13	03.1		
Did not answer	6	01.4	2	00.5	221	53.4	67	16.3		
Curriculum										
Agriculture	414	100.0	Did not answer	2	00.5	144	34.8	52	12.6	
Distribution	0	00.0	Highest grade completed	5	01.2	45	10.9	11	2.7	
Engineering	0	00.0	7-8	5	00.5	4	01.0	3	0.7	
Health	0	00.0	9-11	2	00.5	Did not answer	4	01.0	0	0.0
Home Economics	0	00.0	12	291	70.3	Would you have attended another educational institution this year if this institution had not existed	4	01.0	0	0.0
Office	0	00.0	GED	8	01.9	Yes	305	73.7	0	0.0
Trade and industry	0	00.0	13	83	20.0	No	101	24.4	0	0.0
Did not answer	0	00.0	14	16	03.9	Did not answer	8	01.9	0	0.0
Classification										
New freshman	151	36.5	Above 16	4	01.0	Estimated parent income for last 12 months	12	02.9	0	0.0
Returning freshman	136	32.9	Did not answer	4	00.5	Less than \$999	14	03.4	0	0.0
Sophomore	119	28.7	High school curriculum	4	01.0	\$1,000 - 1999	37	08.9	0	0.0
Did not answer	8	01.9	General	247	59.7	\$2,000 - 2999	28	06.8	0	0.0
Attendance						\$3,000 - 3999	50	12.1	0	0.0
Day	381	92.0	Vocational	72	17.4	\$4,000 - 4999	70	16.9	0	0.0
Evening	32	07.0	Academic	87	21.0	\$5,000 - 5999	61	14.7	0	0.0
Did not answer	1	00.2	Did not answer	8	01.9	\$6,000 - 7499	49	11.8	0	0.0
Contact hours						\$7,500 - 9999	54	13.0	0	0.0
1-6	5	01.2	Highest grade completed - father	8	01.2	Above \$10,000	39	09.4	0	0.0
7-11	10	02.4	Less than 7	56	13.5	Did not answer	0	0.0	0	0.0
12-15	30	07.2	7-8	81	19.6	Estimated student income for last 12 months	184	44.4	0	0.0
16-17	22	05.3	9-11	115	27.8	Less than \$999	113	27.3	0	0.0
18-20	122	29.5	GED	107	25.8	\$1,000 - 1999	47	11.4	0	0.0
21-25	183	44.2	13	5	01.2	\$2,000 - 2999	21	05.1	0	0.0
26-30	16	03.9	14	18	04.3	\$3,000 - 3999	12	02.9	0	0.0
Over 30	21	05.1	15-16	13	03.1	\$4,000 - 4999	5	01.2	0	0.0
Did not answer	5	01.2	Above 16	10	02.4	\$5,000 - 5999	1	00.2	0	0.0
Referred student to institution						\$6,000 - 7499	0	0.0	0	0.0
Parent	63	15.2	Highest grade completed - mother	4	01.0	\$7,500 - 9999	0	0.0	0	0.0
Employer	11	02.7	Less than 7	26	06.3	Above \$10,000	4	01.0	0	0.0
Other student	96	23.2	7-8	46	11.1	Did not answer	27	06.5	0	0.0
Radio, newspaper, TV	18	04.3	9-11	132	31.9	Assistance received	112	27.1	0	0.0
School recruiter	75	18.1	12	139	33.6	G. I. Bill	38	09.2	0	0.0
High school counselor	123	29.7	GED	8	01.9	Scholarship	16	03.9	0	0.0
Welfare agency	7	01.7	13	16	03.9	Vocational rehabilitation	12	02.9	0	0.0
Did not answer	21	05.1	14	9	02.2	Welfare agency	3	00.7	0	0.0
Race						Other	112	23.3	0	0.0
White	378	91.3	15-16	23	05.6	Plan to work toward 4 year degree	314	75.8	0	0.0
Negro	22	05.3	Above 16	11	02.7	Yes	116	28.0	0	0.0
American Indian	6	01.4	Did not answer	4	01.0	No	285	68.8	0	0.0
Did not answer	8	01.9	Distance to class each day (one way)	15	03.6	Did not answer	13	03.1	0	0.0
Age						One of the following	0	0.0	0	0.0
17	3	00.7	Less than 1 mile	78	18.8	Better military service	26	06.3	0	0.0
18	93	22.5	1-3	55	13.3	Marriage	26	06.3	0	0.0
19	144	34.8	4-6	43	10.4	Work in another state	52	12.6	0	0.0
20-22	128	30.9	7-9	72	17.4	Other	11	02.7	0	0.0
23-25	24	05.8	10-15	70	16.9	Did not answer	45	10.9	0	0.0
26-29	7	01.7	16-25	31	07.5	Did not answer	3	0.7	0	0.0
30-39	5	01.4	Over 30	49	11.8	Plan to be employed in North Carolina	87	21.0	0	0.0
40-49	3	00.7	Did not answer	1	00.2	If answer to above is no check	13	03.1	0	0.0
Over 50	4	01.0	Residence while attending class	0	0.0	one of the following	0	0.0	0	0.0
Did not answer	2	00.5	Live with parents	269	65.0	Better military service	26	06.3	0	0.0
Sex						Marriage	35	08.5	0	0.0
Male	373	90.1	Live with spouse	62	15.0	Work in another state	52	12.6	0	0.0
Female	38	09.2	Boarding student	45	10.9	Other	11	02.7	0	0.0
Did not answer	3	00.7	Other	3	0.7	Did not answer	299	72.2	0	0.0

Areas where agricultural technicians are needed include supply and equipment firms, feed and fertilizer plants, horticultural enterprises, poultry hatcheries, agricultural chemical firms, agricultural research installations, food processing plants, forest services and industries, soil and water conservation districts, veterinary hospitals, and large, specialized farm operations.

In order to meet the needs for technicians in agriculture sixteen community colleges and technical institutes offered thirty-one agricultural programs during 1968. The offerings included curriculums in agricultural business, agricultural chemical, agricultural equipment, agricultural research, food processing technology, forest management, ornamental horticulture, poultry and livestock, soil and water conservation, veterinary medical technology, and machinery mechanics.

Most of the agriculture curriculums are two years in length and offer the Associate in Applied Science degree; however one year programs are preferred in some locations. A graduate of a one-year program is awarded a diploma.

CHARACTERISTICS OF STUDENTS

Table 10, page 45 shows the results of a study in which 414 agricultural students participated. According to the survey 66 percent of the agricultural students are between 19 and 22 years of age, 90 percent are male, 91 percent are of the white race and 86 percent are single.

Sixty percent of the agricultural students were enrolled in a general curriculum in high school; however 17 percent of the students were enrolled in a vocational curriculum. According to Table 10 the high school counselor was credited with influencing 12 percent more students to enroll in an agricultural program than the community college or technical institute recruiters.

Almost half of the students, 46 percent, live within ten miles of the institution while 12 percent drive more than 30 miles or a round trip of 60 miles. Fifteen percent of the students are considered boarding students.

A majority of the students, 83 percent, attend class eighteen or more hours per week even though 46 percent of the students are employed - at least part-time. Twenty-four percent of the students indicated that they would not have

attended another educational institution this year if the one they are now attending had not existed.

Seventy-six percent of the agricultural students plan to work in North Carolina after graduation and 28 percent plan to work toward a four-year degree. Less than one half of the students, 44 percent, are attending an educational institution located in their home county. Income and educational background of the agricultural students' parents correspond rather closely with that of the typical North Carolina community college or technical institute student. One-fifth of the parents had an income last year of less than \$4000; whereas 13 percent of the parents had an income of more than \$10,000.

TYPICAL STUDENT

The data indicate that the typical North Carolina community college or technical institute student enrolled in agriculture is a male, of the white race, single and between 19 and 22 years of age.

He was probably enrolled in the general curriculum in high school; however, he was more likely to have been enrolled in a vocational curriculum than any of the other community college or technical institute students except those enrolled in home economics.

The agricultural student travels farther to class than most of the other students and attends day classes 21 to 25 hours a week. He may work part-time, but he is likely to be unemployed. He plans to work in North Carolina after graduation and does not plan to work toward a four-year degree.

He enrolled in the institution he is now attending because the counselor, another student, or a recruiter from the community college or technical institute encouraged him to do so. He has already attended school longer than either of his parents. His parents' income for the last twelve months was between \$5000 and \$7500. He is more likely to be an out-of-county student than any of the other occupational students.

Distribution

Occupations in distribution comprise a relatively small but important number of workers in the labor force. Persons employed in these positions are usually responsible for supervisory tasks of service-oriented occupations as well as some production - focused fields of work.

Distribution programs offered in community colleges and technical institutes concentrate on specialized programs with specific orientation to preparation for middle management positions.

Four of the forty-two community colleges and technical institutes that participated in the study are currently (1968) granting either an Associate in Applied Science degree or a Vocational diploma in distribution education. These curriculums include hotel and motel management technology, traffic and transportation technology, and building materials management and sales.

CHARACTERISTICS OF STUDENTS

Table 11, page 49 shows the results of a study in which 256 distribution students participated. According to the study 59 percent of the students enrolled in the distribution curriculums in the North Carolina System are between 19 and 22 years of age, 75 percent are male, 87 percent are of the white race, and 75 percent are single.

A majority of the students, 87 percent, were enrolled in the general or academic curriculums in high school and 64 percent were referred to the institution they are now attending by the high school counselor or other students. Twenty-five percent of the students indicated they would not have attended another educational institution this year if the one they are now attending had not existed.

Of the students in the distribution curriculums, 51 percent are classified as returning freshmen, and 34 percent plan to work toward a four year degree. More than one-half of the students, 62 percent, live within 10 miles of the educational institution and 56 percent attend class eighteen hours or more per week. Sixty-six percent of those participating in the study are employed, and 79 percent plan to work in North Carolina after graduation.

Table 11
Socio-Economic Characteristics of Students Enrolled in Distribution Curriculums
 (Number of Students - 256)

	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
Program						
College transfer	26	09.4	Marital status	190	74.2	Is this institution located in your home county
Technical	208	81.3	Single	59	23.0	Yes
Vocational	19	07.4	Married	1	00.4	No
Did not answer	5	02.0	Divorced	1	00.4	Did not answer
Curriculum	0	00.0	Separated	2	00.8	Employment status
Agriculture	256	100.0	Did not answer	3	01.2	Unemployed
Distribution	0	00.0	Highest grade completed	3	01.2	Employed part-time
Engineering	0	00.0	7-8	5	02.0	Employed full-time
Health	0	00.0	9-11	157	61.3	Did not answer
Home Economics	0	00.0	12	11	04.3	Would you have attended another educational institution this year if this institution had not existed
Office	0	00.0	GED	16	06.3	Yes
Trade and industry	0	00.0	13	59	23.0	No
Classification	0	00.0	14	16	06.3	Did not answer
New freshman	51	19.9	Above 16	1	00.4	Estimated parent income for last 12 months
Returning freshman	130	50.8	Did not answer	3	01.2	Less than \$999
Sophomore	71	27.7	Highest grade completed	140	54.7	\$1000 - 1999
Did not answer	4	01.6	General	29	11.3	\$2000 - 2999
Attendance	210	82.0	Vocational	82	32.0	\$3000 - 3999
Day	45	17.6	Did not answer	5	02.0	\$4000 - 4399
Evening	30	11.7	Did not answer	5	02.0	\$5000 - 5199
Did not answer	1	0.4	Highest grade completed-father	35	13.7	\$6000 - 7499
Contact hours	30	11.7	Less than 7	52	20.3	\$7500 - 9499
1-6	17	06.6	7-8	80	31.3	Above \$10,000
7-11	35	13.7	9-11	53	20.7	Did not answer
12-15	37	14.5	GED	3	01.2	Estimated student income for last 12 months
16-17	27	10.5	12	7	02.7	Less than \$999
18-20	79	30.9	13	7	02.7	\$1000 - 1999
21-25	37	14.5	14	9	03.5	\$2000 - 2999
26-30	8	03.1	15-16	3	01.2	\$3000 - 3999
Over 30	18	07.0	Above 16	7	02.7	\$4000 - 4399
Did not answer	5	02.0	Did not answer	7	02.7	\$5000 - 5199
Referred student to institution	44	17.2	Highest grade completed-mother	38	14.8	\$6000 - 7499
Employer	8	03.1	Less than 7	89	34.8	\$7500 - 9499
Other student	82	32.0	7-8	72	28.1	Above \$10,000
Radio,newspaper, TV	15	05.9	9-11	2	00.8	Did not answer
School recruiter	11	04.3	12	7	02.7	Assistance received
High school counselor	83	32.4	GED	6	03.1	G. I. Bill
Welfare agency	2	00.8	13	8	03.1	Scholarship
Did not answer	11	04.3	14	5	02.0	Vocational rehabilitation
Race	222	86.7	15-16	3	01.2	Welfare agency
White	29	11.3	Above 16	6	02.3	Other
Negro	1	00.4	Did not answer	25	09.5	Did not answer
American Indian	4	01.6	Distance to class each day (one way)	54	21.1	Plan to work toward 4 year degree
Did not answer	17	5	Less than 1 mile	33	12.9	Yes
Age	18	52	1-3	18	18.0	No
20-22	79	30.9	4-6	32	12.5	Did not answer
23-25	72	28.1	10-15	29	11.3	Plan to be employed in North Carolina
26-29	18	07.0	16-25	17	06.6	Yes
30-39	8	03.1	26-30	18	07.0	No
40-49	14	05.5	Over 30	2	00.6	Did not answer
Over 50	6	02.3	Did not answer	174	68.0	If answer to above is no check
Did not answer	0	00.0	Residence while attending class	50	19.5	one of the following
Sex	2	00.8	Live with parents	13	05.1	Enter military service
Male	192	75.0	Live with spouse	14	05.5	Marriage
Female	60	23.4	Boarding student	14	02.0	Work in another state
Did not answer	4	01.6	Other	5	18.4	Other
			Did not answer		71.9	

A relatively high percentage of the parents, compared to the other occupational curriculum areas, did not complete the twelfth grade. The survey shows that 65 percent of the fathers and 60 percent of the mothers have less than a twelfth grade education. Almost one-fourth, 24 percent, of the parents had an income of less than \$4000 for the last twelve months.

TYPICAL STUDENT

The data indicate that the typical North Carolina community college or technical institute student enrolled in distribution is between 19 and 22 years of age, a male, of the white race, and single.

The typical student was enrolled in the general or academic curriculum in high school and was referred to the institution he is now attending by either the high school counselor or by another student. He would have attended another educational institution this year if the one he is now attending had not existed, although one fourth of his classmates would not have attended another educational institution.

The student lives within ten miles of the institution he is attending which is located in his home county. Even though the typical student is employed he attends class 18 or more hours a week. If he does not work toward a four-year degree, he plans to work in North Carolina after he graduates from the community college or technical institute.

Engineering

The training of engineering technicians is a comparatively new addition to the total field of occupational education; however, the rapidly changing complexion of science, industry, and education has focused a great deal of attention on the technician as a "key" person filling the gap which has been gradually widening between the professional engineer and scientist on the one hand and the skilled tradesman on the other.

The engineering curriculums are two years in length and lead to the Associate in Applied Science degree. Among the engineering curriculums offered in the North Carolina community colleges and technical institutes are chemical and civil engineering, air conditioning and refrigeration engineering

Table 7
Characteristics of Students Enrolled in Vocational Mr. Jones
(Number of Students - 3,220)

	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number of Students</u>	<u>Percent of Total</u>	
Program					
College transfer	1,462	45.1	1,076	33.1	
Technical	1,162	36.5	1,271	41.4	
Vocational	1,162	36.5	46	1.4	
Did not answer	1,162	36.5	13	0.4	
Curriculum	1,162	36.5	11	0.3	
Agriculture	13	0.4	1	0.1	
Distribution	30	1.0	1	0.1	
Engineering	1,162	36.5	1	0.1	
Health	1	0.1	1	0.1	
Home Economics	1	0.1	1	0.1	
Office	1,162	36.5	1	0.1	
Trade and Industry	1,162	36.5	1	0.1	
Old not answer	1,162	36.5	1	0.1	
Classification	1,348	43.7	12	0.4	
New freshman	1,412	43.7	107	3.4	
Returning freshman	372	10.5	10	0.3	
Sophomore	1,174	34.3	1	0.1	
Did not answer	1,162	36.5	1	0.1	
Attendance	2,423	75.5	75	2.4	
Day	777	24.1	1	0.1	
Evening	21	0.7	1	0.1	
Did not answer	21	0.7	1	0.1	
Contact hours	2	0.1	1	0.1	
1-6	1,462	45.1	1	0.1	
7-11	254	7.9	1	0.1	
12-15	1,162	36.5	1	0.1	
16-17	1	0.1	1	0.1	
18-20	1	0.1	1	0.1	
21-25	1	0.1	1	0.1	
26-30	1	0.1	1	0.1	
Over 30	1,162	36.5	1	0.1	
Did not answer	1,162	36.5	1	0.1	
Referred student to institution	306	11.1	1	0.1	
Parent	104	3.4	1	0.1	
Employer	44	1.4	1	0.1	
Other student	56	1.7	1	0.1	
Radio, newspaper, TV	56	1.7	1	0.1	
School recruiter	72	2.2	1	0.1	
High school counselor	161	5.3	1	0.1	
Welfare agency	27	1.4	1	0.1	
Did not answer	27	1.4	1	0.1	
Race	2,511	80.7	1	0.1	
White	2,511	80.7	1	0.1	
Negro	601	19.3	1	0.1	
American Indian	14	0.4	1	0.1	
Did not answer	16	0.5	1	0.1	
Age	17	0.1	1	0.1	
18	1,162	36.5	1	0.1	
19	741	23.4	1	0.1	
20-22	1,162	36.5	1	0.1	
23-25	297	9.7	1	0.1	
26-29	271	9.1	1	0.1	
30-39	461	14.7	1	0.1	
40-49	703	22.1	1	0.1	
Over 50	46	1.4	1	0.1	
Did not answer	5	0.2	1	0.1	
Sex	Male	1,162	36.5	1	0.1
Female	1,162	36.5	1	0.1	
Did not answer	1,162	36.5	1	0.1	
Marital status	Single	1,076	33.1	1	0.1
Married	1,271	41.4	1	0.1	
Divorced	46	1.4	1	0.1	
Widowed	13	0.4	1	0.1	
Separated	1	0.1	1	0.1	
Did not answer	11	3.4	1	0.1	
Highest grade completed	7-8	1	0.1	1	0.1
9-11	3	1.1	1	0.1	
12	1,154	37.5	1	0.1	
GED	13	0.4	1	0.1	
14	61	2.1	1	0.1	
15-16	17	0.6	1	0.1	
Above 16	1	0.1	1	0.1	
Did not answer	12	4.1	1	0.1	
High school curriculum	10-12	1	0.1	1	0.1
General	1,162	36.5	1	0.1	
Vocational	1	0.1	1	0.1	
Academic	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Highest grade completed-father	Less than 7	1	0.1	1	0.1
7-8	1	0.1	1	0.1	
9-11	1	0.1	1	0.1	
12	1	0.1	1	0.1	
GED	1	0.1	1	0.1	
13	1	0.1	1	0.1	
14	1	0.1	1	0.1	
15-16	1	0.1	1	0.1	
Above 16	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Highest grade completed-mother	Less than 7	1	0.1	1	0.1
7-8	1	0.1	1	0.1	
9-11	1	0.1	1	0.1	
12	1	0.1	1	0.1	
GED	1	0.1	1	0.1	
13	1	0.1	1	0.1	
14	1	0.1	1	0.1	
15-16	1	0.1	1	0.1	
Above 16	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Distance to class each day (one way)	Less than 1 mile	1	0.1	1	0.1
1-3	542	16.8	1	0.1	
4-6	551	17.4	1	0.1	
7-9	1	0.1	1	0.1	
10-15	1	0.1	1	0.1	
16-25	1	0.1	1	0.1	
26-30	1	0.1	1	0.1	
Over 30	2	0.7	1	0.1	
Did not answer	2	0.7	1	0.1	
Residence while attending class	Live with parents	1,157	44.6	1	0.1
1-2	1,171	45.1	1	0.1	
Live with spouse	1	0.1	1	0.1	
Boarding student	1	0.1	1	0.1	
Other	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Is this institution located in your home county	Yes	1,076	33.1	1	0.1
Did not answer	No	1,271	41.4	1	0.1
Employment status	Unemployed	1	0.1	1	0.1
Employed part-time	1	0.1	1	0.1	
Employed full-time	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Would you have attended another educational institution this year if this institution had not existed	Yes	1,154	40.7	1	0.1
Did not answer	No	1,154	40.7	1	0.1
Did not answer parent income for last 12 months	Less than \$999	1	0.1	1	0.1
\$1000 - 1999	1	0.1	1	0.1	
\$2000 - 2999	1	0.1	1	0.1	
\$3000 - 3999	1	0.1	1	0.1	
\$4000 - 4999	1	0.1	1	0.1	
\$5000 - 5999	1	0.1	1	0.1	
\$6000 - 6999	1	0.1	1	0.1	
\$7500 - 9999	1	0.1	1	0.1	
Above \$10,000	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Estimated student income for last 12 months	Less than \$999	1	0.1	1	0.1
\$1000 - 1999	1	0.1	1	0.1	
\$2000 - 2999	1	0.1	1	0.1	
\$3000 - 3999	1	0.1	1	0.1	
\$4000 - 4999	1	0.1	1	0.1	
\$5000 - 5999	1	0.1	1	0.1	
\$6000 - 6999	1	0.1	1	0.1	
\$7500 - 9999	1	0.1	1	0.1	
Above \$10,000	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Attendance	1	0.1	1	0.1	
Day	1	0.1	1	0.1	
Evening	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Employer	1	0.1	1	0.1	
Other student	1	0.1	1	0.1	
Radio, newspaper, TV	1	0.1	1	0.1	
School recruiter	1	0.1	1	0.1	
High school counselor	1	0.1	1	0.1	
Welfare agency	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Race	1	0.1	1	0.1	
White	1	0.1	1	0.1	
Negro	1	0.1	1	0.1	
American Indian	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Age	17	0.1	1	0.1	
18	1,162	36.5	1	0.1	
19	741	23.4	1	0.1	
20-22	1,162	36.5	1	0.1	
23-25	297	9.7	1	0.1	
26-29	271	9.1	1	0.1	
30-39	461	14.7	1	0.1	
40-49	703	22.1	1	0.1	
Over 50	46	1.4	1	0.1	
Did not answer	5	0.2	1	0.1	
Sex	Male	1,162	36.5	1	0.1
Female	1,162	36.5	1	0.1	
Did not answer	1,162	36.5	1	0.1	
Marital status	Single	1,076	33.1	1	0.1
Married	1,271	41.4	1	0.1	
Divorced	46	1.4	1	0.1	
Widowed	13	0.4	1	0.1	
Separated	1	0.1	1	0.1	
Did not answer	11	3.4	1	0.1	
Highest grade completed	7-8	1	0.1	1	0.1
9-11	1	0.1	1	0.1	
12	1	0.1	1	0.1	
GED	1	0.1	1	0.1	
13	1	0.1	1	0.1	
14	1	0.1	1	0.1	
15-16	1	0.1	1	0.1	
Above 16	1	0.1	1	0.1	
Did not answer	1	0.1	1	0.1	
Distance to class each day (one way)	Less than 1 mile	1	0.1	1	0.1
1-3	542	16.8	1	0.1	
4-6	551	17.4	1	0.1	
7-9	1	0.1	1	0.1	
10-15					

Table 8
Parent Income for the Three Program Areas

Parent Income	Transfer	Technical	Vocational
Above \$4000	72%	68%	55%
Above \$6000	51	44	32
Above \$10,000	21	14	09

The data show that more college transfer students drive over 10 miles to class (48 percent) than either the technical student (43 percent) or the vocational student (47 percent). Fewer of the college transfer students live in the county where they attend a community college or technical institute.

Another factor that is evident from this study is that 41 percent of the vocational and 27 percent of the technical students would not have attended another educational institution this year if this institution had not existed. Seventy-seven percent of the college transfer students say they would have attended an educational institution somewhere this year even if the one they attend had not existed. The higher family income, no doubt, is one of the reasons why a much larger percent of the college transfer students indicated they would have attended an educational institution this year even if this institution had not existed. Age of student, marital status, employment status, and education of parents would also be influential.

Eighty-six percent of the college transfer plan to work toward a four-year degree, compared to 27 percent and 16 percent of the technical and vocational students, respectively, who similarly plan to continue their formal education. It is interesting to note that the number of students in the vocational and technical curriculums who indicated that they plan to work toward a four-year degree is almost equal to the number of college transfer students (1944 and 2270 respectively). Fifty-three percent of all the students included in the survey indicated that they had been enrolled in a "general" high school curriculum. This is due, at least in part, to the limited offerings of some of the high schools in North Carolina. The data tend to indicate that a high school student enrolled in an academic program is more likely to enroll in the college transfer

program than in either of the occupational programs, technical or vocational. In contrast to the above statement the high school student enrolled in a vocational curriculum is more likely to enroll in an occupational program if he attends a community college.

The study indicates that 18 percent of the vocational students, 11 percent of the technical students, and 6 percent of the college transfer students are Negro, and that 84 percent of the vocational students plan to be employed in North Carolina compared to 77 percent for the technical and 77 percent for the college transfer students.

Typical College Transfer Student

The typical college transfer student in the North Carolina community colleges is a male, single, white, and either 18 or 19 years of age. He attends class between 12 and 17 hours per week, during the day and is probably classified as a returning freshman.

The student attends an institution in his home county, lives with his parents, and travels less than 15 miles to class each day. He is employed, although almost one half of his classmates are unemployed.

His mother completed the twelfth grade; however, his father probably did not. His parents' income for the last twelve months was above \$6000.

The college transfer student plans to work toward a four-year degree and plans to work in North Carolina after receiving the degree. He was enrolled in an academic curriculum in high school and was referred to the community college by either another student, the high school counselor, or his parents. The typical college transfer student would have attended another educational institution this year if the one he is now attending had not existed.

Typical Technical Student

The typical technical student in the North Carolina community college or technical institute is a male, white, single, and between 18 and 22 years of age. He attends class more than 18 hours per week, during the day and is probably

classified as a returning freshman.

The student attends an institution in his home county, lives with his parents, and travels less than 10 miles to class. He is employed, at least part-time. His parents' had an income of more than \$5000 during the last twelve months, even though they do not have a twelfth grade education.

After graduation the typical technical student plans to work in North Carolina, but does not plan to work toward a four-year degree, although more than one fourth of his classmates do. He would have continued his education at another institution this year if the one where he is now enrolled had not existed. The institution he is attending is located in his home county.

In high school, the typical student was enrolled in the general curriculum and he was referred to the community college or technical institute he is now attending by the high school counselor or by another student.

Typical Vocational Student

The typical vocational student in the North Carolina community colleges and technical institutes is a male, white, single, and between 18 and 22 years of age, although almost one third of his classmates are 26 years of age or older. He attends class more than 25 hours per week, during the day.

The student is enrolled in an institution located in his home county, lives with his parents, and travels less than 10 miles to class each day. He is employed, probably on a full-time basis. His parents did not complete the twelfth grade and their income for the last twelve months was more than \$4000.

The vocational student does not plan to work toward a four-year degree, but does plan to work in North Carolina after graduation. He was enrolled in a general curriculum in high school and was referred to the community college or technical institute by another student, a high school counselor or radio, newspaper, or television. The typical student would have attended another educational institution this year if the one he is now attending had not existed; however, more than one third of his classmates would not have continued their education.

Chapter IV

SOCIO-ECONOMIC CHARACTERISTICS OF STUDENTS ENROLLED IN OCCUPATIONAL CURRICULUMS

This section includes data from the seven curriculum areas (agriculture, distribution, engineering, health, home economics, office, and trades and industry) that compose the occupational programs of the North Carolina Community College System. The distribution of curriculums within the community college system is included as Table 9, page 44.

Of the students completing the survey sheet 76 percent were enrolled in occupational programs. The fact that 30 of the 42 institutions do not offer credit programs in other areas tends to explain the relatively large percentage of occupational students.

More students (2,677) are enrolled in the trades and industry curriculums than in any of the other curriculum areas. This is largely due to the number of trade and industry programs offered (189) in the state. The office curriculums are a close second both in number of students (2,174) and in number of programs (131).

The purpose of this section is to provide a socio-economic profile for each curriculum area. In order to construct this type of descriptive profile each area will be considered separately.

Agriculture

The primary objective of the agricultural offerings in the North Carolina community colleges and technical institutes is to train individuals with a good understanding of agriculture who can exercise sound judgment and perform competently such activities as selling, servicing, supervising, controlling, evaluating, diagnosing, building, operating, and testing in specialized situations.

Table 9

Distribution of Occupational Curriculums in the Forty-Two
North Carolina Community College Institutions

Institutions	Agriculture	Distribution	Engineering	Health	Home Economics	Office	Trades Industry	Total
Alamance			5	2		4	4	15
Ansonville							4	4
Asheville-Buncombe		1	5	1		4	7	18
Beaufort County				1		2	3	6
Caldwell				1		5	7	13
Cape Fear	1		4	1		2	6	14
Carteret County			1	1		2	3	7
Catawba Valley	2	1	5	1		5	6	20
Central Carolina	3		2	1		1	5	12
Cleveland County				1		2	3	6
College of Albemarle			2	1		1	3	7
Creven				1		2	3	6
Davidson County	2		2			3	6	13
Durham			3	3		6	3	15
Fayetteville	1		5	1		4	5	16
Forsyth	2		3	1		2		17
Gaston		1	7			2	8	18
Guilford			6	1		4	10	21
Haywood County	1			1		3	3	8
James Sprunt	2			1		5	7	15
Isothermal			3			2	2	7
Lenoir County	2		3			6	6	17
Marion-McDowell				1		2	3	5
Onslow				1		3	5	9
Pamlico County							2	2
Pitt	3		3	3		5	5	19
Randolph	2		1	1	1	1	5	10
Richmond			2	1		3	5	11
Robeson County	1			1		2	2	6
Rockingham			4	1		3	4	12
Rowan			5	1		3	8	17
Sampson County				1		4	1	6
Sandhills				1		6	4	11
Southeastern				2		5	5	12
Southwestern				1		2	4	7
Surry	1		2			2	2	7
Tri-County						1	3	4
W. W. Holding			3	3		4	5	15
Wayne	4		2	5		4	3	18
Western Piedmont			1	1		4	2	8
Wilkes	4	1	3	1		7	3	19
Wilson County	1		5	1		3	4	14
Total	31	4	87	45	1	131	169	488

Table 10
Socio-Economic Characteristics of Students Enrolled in Agricultural Curriculum
 (Number of Students - 414)

	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
Program						
College transfer	41	09.9	Marital status	355	85.7	Is this institution located in your home county
Traditional	321	77.5	Single	48	11.6	Yes
Vocational	46	11.1	Married	5	01.2	No
Did not answer	6	01.4	Divorced	5	00.5	Did not answer
Curriculum			Widowed	2	00.5	Employment status
Agriculture	414	100.0	Separated	2	00.5	Unemployed
Distribution	0	00.0	Did not answer	2	00.5	Employed part-time
Engineering	0	00.0	Highest grade completed	5	01.2	Employed full-time
Health	0	00.0	7-8	2	00.5	Did not answer
Home Economics	0	00.0	9-11	291	70.3	Would you have attended another educational institution this year if this institution had not existed
Office	0	00.0	12	0	01.9	Yes
Trade and industry	0	00.0	GED	0	00.0	No
Did not answer	0	00.0	13	63	20.0	Estimated parent income for least 12 months
Classification			14	16	03.9	Less than \$999
New freshman	151	36.5	15-16	3	00.7	\$1000 - 1999
Returning freshman	136	32.9	Above 16	2	00.5	\$2000 - 2999
Sophomore	119	28.7	Did not answer	4	01.0	\$3000 - 3999
Did not answer	8	01.9	High school curriculum	247	59.7	\$4000 - 4999
Attendance			General	72	17.4	\$5000 - 5999
Day	381	92.0	Vocational	67	21.0	\$6000 - 7499
Evening	32	07.7	Academic	0	01.9	\$7500 - 9999
Did not answer	1	00.2	Highest grade completed-father	8	01.9	Above \$10,000
Contact hours			Less than 7	56	13.5	Did not answer
1-6	5	01.2	7-8	81	19.6	Estimated student income for last 12 months
7-11	10	02.4	9-11	115	27.8	Less than \$999
12-15	30	07.2	12	107	25.0	\$1000 - 1999
16-17	22	05.3	GED	5	01.2	\$2000 - 2999
18-20	122	44.2	13	18	04.3	\$3000 - 3999
21-25	163	60.5	14	10	02.4	\$4000 - 4999
26-30	16	03.9	15-16	4	01.0	\$5000 - 5999
Over 30	21	05.1	Above 16	10	02.4	\$6000 - 7499
Did not answer	5	01.2	Did not answer	4	01.0	\$7500 - 9999
Referred student to institution			Highest grade completed-mother	26	06.3	Above \$10,000
Parent	63	15.2	Less than 7	46	11.1	Did not answer
Employer	11	02.7	7-8	132	31.3	Assistance received
Other student	96	23.2	9-11	130	33.6	O. I. Bill
Radio,newspaper, TV	18	04.3	GED	8	01.9	Scholarship
School recruiter	75	10.1	13	16	03.2	Vocational rehabilitation
High school counselor	123	20.7	14	9	02.2	Welfare agency
Welfare agency	7	01.7	15-16	23	05.6	Other
Did not answer	21	05.1	Above 16	11	02.7	Did not answer
Race			Did not answer	4	01.0	Plan to work toward 4 year degree
White	378	91.3	Distance to class each day (one way)	15	02.6	Yes
Negro	22	05.3	Less than 1 mile	78	16.0	No
American Indian	6	01.4	Over 30	55	13.3	Did not answer
Did not answer	0	01.9	Did not answer	43	10.4	Plan to be employed in North Carolina
Age			Did not answer	72	17.4	Yes
17	3	00.7	Residence while attending class	70	16.9	No
18	93	22.5	1-3	31	07.5	Did not answer
19	144	34.8	4-6	49	11.8	If answer to above is no check one of the following
20-22	128	30.9	7-9	1	00.2	Enter military service
23-25	24	05.8	10-15			Marriage
26-29	7	01.7	16-25			Work in another state
30-39	5	01.4	26-30			Other
40-49	3	00.7	Over 30			Did not answer
Over 50	4	01.0	Did not answer			Did not answer
Did not answer	2	00.5	Residence while attending class			Did not answer
Sex			Live with parents	269	65.0	Did not answer
Male	373	90.1	Live with spouse	35	08.5	Did not answer
Female	38	09.2	Boarding student	62	12.0	Did not answer
Did not answer	3	00.7	Other	45	10.9	Did not answer

Areas where agricultural technicians are needed include supply and equipment firms, feed and fertilizer plants, horticultural enterprises, poultry hatcheries, agricultural chemical firms, agricultural research installations, food processing plants, forest services and industries, soil and water conservation districts, veterinary hospitals, and large, specialized farm operations.

In order to meet the needs for technicians in agriculture sixteen community colleges and technical institutes offered thirty-one agricultural programs during 1968. The offerings included curriculums in agricultural business, agricultural chemical, agricultural equipment, agricultural research, food processing technology, forest management, ornamental horticulture, poultry and livestock, soil and water conservation, veterinary medical technology, and machinery mechanics.

Most of the agriculture curriculums are two years in length and offer the Associate in Applied Science degree; however one year programs are preferred in some locations. A graduate of a one-year program is awarded a diploma.

CHARACTERISTICS OF STUDENTS

Table 10, page 45 shows the results of a study in which 414 agricultural students participated. According to the survey 66 percent of the agricultural students are between 19 and 22 years of age, 90 percent are male, 91 percent are of the white race and 86 percent are single.

Sixty percent of the agricultural students were enrolled in a general curriculum in high school; however 17 percent of the students were enrolled in a vocational curriculum. According to Table 10 the high school counselor was credited with influencing 12 percent more students to enroll in an agricultural program than the community college or technical institute recruiters.

Almost half of the students, 46 percent, live within ten miles of the institution while 12 percent drive more than 30 miles or a round trip of 60 miles. Fifteen percent of the students are considered boarding students.

A majority of the students, 83 percent, attend class eighteen or more hours per week even though 46 percent of the students are employed - at least part-time. Twenty-four percent of the students indicated that they would not have

attended another educational institution this year if the one they are now attending had not existed.

Seventy-six percent of the agricultural students plan to work in North Carolina after graduation and 28 percent plan to work toward a four-year degree. Less than one half of the students, 44 percent, are attending an educational institution located in their home county. Income and educational background of the agricultural students' parents correspond rather closely with that of the typical North Carolina community college or technical institute student. One-fifth of the parents had an income last year of less than \$4000; whereas 13 percent of the parents had an income of more than \$10,000.

TYPICAL STUDENT

The data indicate that the typical North Carolina community college or technical institute student enrolled in agriculture is a male, of the white race, single and between 19 and 22 years of age.

He was probably enrolled in the general curriculum in high school; however, he was more likely to have been enrolled in a vocational curriculum than any of the other community college or technical institute students except those enrolled in home economics.

The agricultural student travels farther to class than most of the other students and attends day classes 21 to 25 hours a week. He may work part-time, but he is likely to be unemployed. He plans to work in North Carolina after graduation and does not plan to work toward a four-year degree.

He enrolled in the institution he is now attending because the counselor, another student, or a recruiter from the community college or technical institute encouraged him to do so. He has already attended school longer than either of his parents. His parents' income for the last twelve months was between \$5000 and \$7500. He is more likely to be an out-of-county student than any of the other occupational students.

Distribution

Occupations in distribution comprise a relatively small but important number of workers in the labor force. Persons employed in these positions are usually responsible for supervisory tasks of service-oriented occupations as well as some production - focused fields of work.

Distribution programs offered in community colleges and technical institutes concentrate on specialized programs with specific orientation to preparation for middle management positions.

Four of the forty-two community colleges and technical institutes that participated in the study are currently (1968) granting either an Associate in Applied Science degree or a Vocational diploma in distribution education. These curriculums include hotel and motel management technology, traffic and transportation technology, and building materials management and sales.

CHARACTERISTICS OF STUDENTS

Table 11, page 49 shows the results of a study in which 256 distribution students participated. According to the study 59 percent of the students enrolled in the distribution curriculums in the North Carolina System are between 19 and 22 years of age, 75 percent are male, 87 percent are of the white race, and 75 percent are single.

A majority of the students, 87 percent, were enrolled in the general or academic curriculums in high school and 64 percent were referred to the institution they are now attending by the high school counselor or other students. Twenty-five percent of the students indicated they would not have attended another educational institution this year if the one they are now attending had not existed.

Of the students in the distribution curriculums, 51 percent are classified as returning freshmen, and 34 percent plan to work toward a four year degree. More than one-half of the students, 62 percent, live within 10 miles of the educational institution and 56 percent attend class eighteen hours or more per week. Sixty-six percent of those participating in the study are employed, and 79 percent plan to work in North Carolina after graduation.

Table 11
Socio-Economic Characteristics of Students Enrolled in Distribution Curriculum
(Number of Students - 256)

	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total
Program						
College transfer	24	09.4	Marital status	190	74.2	In this institution located in
Technical	208	81.3	Single	59	23.0	your home county
Vocational	19	07.4	Married	1	00.4	Yes
Did not answer	5	02.0	Divorced	1	00.4	No
Curriculum			Widowed	1	00.4	Did not answer
Agriculture	0	00.0	Separated	1	00.8	Employment status
Distribution	256	100.0	Did not answer	3	01.2	Unemployed
Engineering	0	00.0	Highest grade completed	3	01.2	Employed part-time
Health	0	00.0	7-8	3	01.2	Employed full-time
Home Economics	0	00.0	9-11	5	02.0	Did not answer
Office	0	00.0	GED	157	61.3	Would you have attended another
Trade and industry	0	00.0	13	11	04.3	educational institution this
Did not answer	0	00.0	14	59	23.0	year if this institution had
Classification			15-16	16	06.3	not existed
New freshman	51	19.9	Above 16	1	00.4	Yes
Returning freshman	130	50.8	Did not answer	1	00.4	No
Sophomore	71	27.7	High school curriculum	190	54.7	Did not answer
Did not answer	4	01.6	General	5	02.0	Battimated present income
Attendance			Vocational	29	11.3	for last 12 months
Day	210	92.0	Academic	82	32.0	Less than \$999
Evening	45	17.6	Did not answer	5	02.0	\$1000 - \$2999
Did not answer	1	00.4	Highest grade completed	52	20.3	\$3000 - \$3999
Contact hours			Father	60	31.3	\$4000 - 4999
1-6	30	11.7	Less than 7	53	20.7	\$5000 - \$7499
7-11	17	66.7	7-8	52	20.3	\$7500 - \$9999
12-15	35	13.7	9-11	60	31.3	Above \$10,000
16-17	27	10.5	12	53	20.7	Did not answer
18-20	79	30.9	GED	3	01.2	Battimated student income
21-25	37	14.5	13	7	02.7	for last 12 months
26-30	8	03.1	14	7	02.7	Less than \$999
Over 30	18	07.0	15-16	9	03.5	\$1000 - 1999
Did not answer	5	02.0	Above 16	3	01.2	\$2000 - 2999
Referred student to			Did not answer	7	02.7	\$3000 - 3999
Institution			Highest grade completed	52	20.3	\$4000 - 4999
Parent	64	17.2	Mother	26	10.2	\$5000 - 5999
Employer	8	03.1	Less than 7	38	14.8	\$6000 - 7499
Other student	82	32.0	7-8	89	34.8	\$7500 - 9999
Radio newspaper, TV	15	05.7	9-11	72	28.1	Above \$10,000
School recruiter	11	04.3	12	00.0	Did not answer	
High school counselor	83	32.4	GED	2	02.7	Assistance received
Welfare agency	2	00.8	13	7	02.7	G. I. Bill
Did not answer	11	01.3	14	6	03.1	Scholarship
Race			15-16	5	02.0	Vocational rehabilitation
White	222	66.7	Above 16	3	01.2	Welfare agency
Negro	29	11.3	Did not answer	6	02.3	3
American Indian	1	00.4	Distance to class each	25	09.3	65
Did not answer	4	01.6	day (one way)	54	21.1	147
Age			Less than 1 mile	46	18.0	147
17	5	02.0	1-3	37	12.9	Did not answer
18	52	20.3	4-6	32	12.5	Plan to be employed in
19	79	30.0	7-9	29	11.3	North Carolina
20-22	72	28.1	10-15	17	06.6	Yes
23-25	18	07.0	16-25	18	07.0	No
26-29	8	03.1	26-30	17	06.6	Did not answer
30-39	14	05.5	Over 30	18	07.0	If answer to above is no check
40-49	6	02.3	Did not answer	2	00.8	one of the following
Over 50	0	00.0	Residence while attending	174	68.0	Enter military service
Did not answer	2	00.8	class	50	19.5	Marriage
Sex			Live with parents	13	05.1	Work in another state
Male	192	75.0	Live with spouse	14	05.5	Other
Female	60	23.4	Boarding student	5	02.0	Did not answer
Did not answer	4	01.6	Other			

A relatively high percentage of the parents, compared to the other occupational curriculum areas, did not complete the twelfth grade. The survey shows that 65 percent of the fathers and 60 percent of the mothers have less than a twelfth grade education. Almost one-fourth, 24 percent, of the parents had an income of less than \$4000 for the last twelve months.

TYPICAL STUDENT

The data indicate that the typical North Carolina community college or technical institute student enrolled in distribution is between 19 and 22 years of age, a male, of the white race, and single.

The typical student was enrolled in the general or academic curriculum in high school and was referred to the institution he is now attending by either the high school counselor or by another student. He would have attended another educational institution this year if the one he is now attending had not existed, although one fourth of his classmates would not have attended another educational institution.

The student lives within ten miles of the institution he is attending which is located in his home county. Even though the typical student is employed he attends class 18 or more hours a week. If he does not work toward a four-year degree, he plans to work in North Carolina after he graduates from the community college or technical institute.

Engineering

The training of engineering technicians is a comparatively new addition to the total field of occupational education; however, the rapidly changing complexion of science, industry, and education has focused a great deal of attention on the technician as a "key" person filling the gap which has been gradually widening between the professional engineer and scientist on the one hand and the skilled tradesman on the other.

The engineering curriculums are two years in length and lead to the Associate in Applied Science degree. Among the engineering curriculums offered in the North Carolina community colleges and technical institutes are chemical and civil engineering, air conditioning and refrigeration engineering

technologies, furniture, architectural and mechanical drafting and design technologies, electrical, electronics, and electro-mechanical engineering technologies, and industrial engineering and industrial management technologies. In addition to the above technologies some of the community colleges and technical institutes offer engineering curriculums in electronic data processing - scientific, fire and safety, fire science, furniture manufacturing, instrumentation, manufacturing technology, mechanical and production technology, police science, sanitary, textile, and transportation maintenance.

Eighty-seven engineering programs were taught in twenty-six of the forty-two institutions during 1968. Seventeen of the institutions offered three or more engineering curriculums.

CHARACTERISTICS OF STUDENTS

Table 12, page 52 shows the results of a study in which 1,266 engineering students participated. According to the survey 85 percent of the engineering students attend class during the day, and 63 percent attend class twenty-one or more hours per week. A majority of the students, 58 percent, are between 19 and 22 years of age. Ninety-six percent of the students are male, 93 percent are of the white race, and 69 percent are single.

Forty-six percent of the students are from out-of-county and 46 percent travel more than ten miles to class each day. Fourteen percent of the future technicians are boarding students.

Of the students participating in the study almost one-half, 44 percent, plan to work toward a four-year degree and 72 percent plan to work in North Carolina after graduation. Twenty-two percent indicated that they would not have attended an educational institution this year if the institution they are now attending had not existed. More than three-fourth of the parents, 77 percent, earn above \$4000. Sixty percent of the students are employed even though 63 percent attend class twenty-one or more hours per week and their parents have a higher income than most of the other occupational students.

Of the students participating in the study 90 percent were enrolled in either the general or academic curriculum in high school. Twenty-nine percent of the students noted that they were referred to the community college or technical institute by another student, and twenty-six percent gave the high school counselor credit for their attendance.

Table 12
Socio-Economic Characteristics of Students Enrolled in Engineering Curriculums
(Number of Students - 1,266)

	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number of Students</u>	<u>Percent of Total</u>
Program						
College transfer	104	08.2	Marital status	69.3	Is this institution located in your home county	53.1
Technical	1,122	88.6	Single	29.4	Yes	672
Vocational	36	03.0	Married	01.2	No	584
Did not answer	2	00.2	Divorced	00.3	Did not answer	10
Curriculum	0	00.0	Separated	00.4	Employment status	46.1
Agriculture	0	00.0	Did not answer	00.5	Unemployed	00.8
Distribution	1,266	100.0	Highest grade completed	00.5	Employed part-time	493
Engineering	0	00.0	7-8	00.5	Employed full-time	38.9
Health	0	00.0	9-11	12	Did not answer	513
Home Economics	0	00.0	12	31	Would you have attended another educational institution this year if this institution had not existed?	40.5
Office	0	00.0	GED	721	Yes	250
Trade and Industry	0	00.0	13	56	No	10
Did not answer	0	00.0	14	324	Did not answer	00.6
New freshman	465	36.7	Above 16	4	Estimated parent income for last 12 months	00.8
Returning freshman	346	27.3	Did not answer	10	Less than \$999	76.0
C sophomore	420	33.2	Highest grade completed	00.8	\$1000 - 1999	22.3
Did not answer	35	02.6	General	639	\$2000 - 2999	01.7
Attendance	1,072	84.7	Vocational	503	\$3000 - 3999	43
Day	1,89	14.9	Academic	39.7	\$4000 - 4999	35
Evening	5	00.4	Did not answer	37	\$5000 - 5999	43
Did not answer	5	00.4	Highest grade completed-father	02.9	\$6000 - 7499	43
Contact hours	1-6	95	Less than 7	159	\$7500 - 9999	03.4
7-11	60	07.5	7-8	243	Above \$10,000	03.0
12-15	115	04.7	9-11	324	Did not answer	06.5
16-17	50	03.9	12	315	Estimated student income for last 12 months	13.7
18-20	125	09.9	GED	27	Less than \$999	10.8
21-25	345	27.3	13	36	\$1000 - 1999	16.8
26-30	375	29.6	14	55	\$2000 - 2999	18.8
Over 30	80	06.3	15-16	45	\$3000 - 3999	19.6
Did not answer	21	01.7	Above 16	30	\$4000 - 4999	23.8
Referred student to institution	169	13.3	Did not answer	32	\$5000 - 5999	23.8
Parent	99	07.9	Highest grade completed-mother	02.5	\$6000 - 7499	06.6
Employer	365	26.6	Less than 7	75	\$7500 - 9999	03.6
Other student	91	07.2	7-8	171	Above \$10,000	34.6
Radio, newspaper, TV	138	10.9	9-11	348	Did not answer	309
School recruiter	325	25.7	12	452	Assistance received	24.4
High school counselor	18	01.4	GED	26	G. I. Bill	150
Welfare agency	61	04.8	13	45	Scholarship	103
Did not answer	61	04.8	14	52	Vocational rehabilitation	08.1
Race	1,179	93.1	15-16	49	Welfare agency	05.2
White	58	04.6	Above 16	25	Other	04.5
Negro	9	00.7	Did not answer	23	Did not answer	57
American Indian	20	01.6	Distance to class each day (one way)	01.8	Plan to work toward 4 year degree	04.5
Did not answer	20	01.6	Less than 1 mile	82	Yes	04.5
Age	17	00.5	1-3	232	No	12.5
18	6	17.2	4-6	244	Did not answer	03.4
19	218	29.1	7-9	126	Plan to be employed in	02.2
20-22	368	29.0	10-15	200	North Carolina	00.7
23-25	367	10.7	16-25	183	Yes	9
26-29	135	05.6	26-30	66	No	30.1
30-39	71	06.1	Over 30	128	Did not answer	647
40-49	77	01.1	Did not answer	5	If answer to above is no check	51.1
Over 50	14	00.5	Residence while attending class	5	one of the following	47
Did not answer	4	00.3	Live with parents	558	Better military service	09.6
Sex	1,217	96.1	Live with spouse	667	Marriage	44
Male	45	03.6	Boarding student	309	Work in another state	03.5
Female	4	00.3	Other	176	Other	156
Did not answer	13	01.0	Did not answer	101	Did not answer	41
				01.0		904
						71.4

TYPICAL STUDENT

The typical North Carolina community college or technical institute engineering student attends class during the day for twenty-one or more hours a week. He is between 19 and 22 years of age, a male, and of the white race. He is single, although he is more likely to be married than students in some of the other occupational curriculums. His father does not have a twelfth-grade education, but his mother has completed the twelfth grade. He may travel more than ten miles to class each day and is likely to be a boarding student.

After graduation the engineering student plans to work in North Carolina and may be considering working toward a four-year degree. He would have attended another educational institution this year if this institution had not existed.

The typical engineering student is attending an institution in his home county whereas almost half of his classmates live in another county. His parents are more likely to earn more than \$4000 per year than the parents of any of the other occupational students. Even though the typical student is in class twenty-one or more hours per week and has a higher parent income, he is employed at least part-time.

In high school, the typical student was enrolled in either the general or academic curriculum and was referred to the institution he is now attending by the high school counselor or another student. He is more likely to have been influenced by the school recruiter than most of the other occupational students.

Health

Health occupations education prepares individuals to function in a close working relationship with professional workers in providing services to persons with health problems. Graduates of the one-year and two-year programs offered in the community colleges and technical institutes in North Carolina must be able to fulfill a definite role in various aspects of health services.

Requirements for licensure and for certification of persons completing most of the health occupation programs influence the organization and development of the curriculums.

Table 13
Socio-Economic Characteristics of Students Enrolled in Health Curriculums
(Number of Students - 911)

Program	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students		Percent of Total	Number of Students	Percent of Total
					Number of Students	Percent of Total			
College transfer	68	07.5	437	48.0	Is this institution located in your home county			564	61.9
Technical	151	16.6	378	41.5	Yes			339	37.2
Vocational	688	75.5	26	02.9	No			8	00.9
Did not answer	4	00.4	29	03.2	Did not answer				
Curriculum			37	04.1	Employment status				
Agriculture	0	00.0	4	00.4	Unemployed			692	76.0
Distribution	0	00.0	Did not answer		Employed part-time			1777	19.4
Engineering	911	100.0	7-8	00.8	Employed full-time			30	03.3
Health			9-11	10.1	Did not answer			12	01.3
Home Economics	0	00.0	12	04.0	Would you have attended another educational institution this year if this institution had not existed				
Offices	0	00.0	GED	08.1	Yes			506	55.5
Trade and Industry	0	00.0	13	04.8	No			371	40.7
Classification			14	04.8	Did not answer			34	03.7
New freshman	382	41.9	15-16	08.7	Estimated parent income for last 12 months				
Sophomore	395	43.4	Above 16	06.7	Less than \$999			90	09.9
Did not answer	0	00.0	Did not answer	0.7	\$1000 - 1999			60	06.6
Attendance	895	98.2	High school curriculum	53.1	\$2000 - 2999			68	07.5
Day	8	00.9	General	484	\$3000 - 3999			83	09.1
Evening	20	02.2	Vocational	95	40000 - 4999			88	09.7
Did not answer	8	00.9	Academic	304	50000 - 5999			102	11.2
Contact hours			Did not answer	28	60000 - 7499			111	12.2
1-6	7	00.8	High school completed-father	28	75000 - 9999			87	09.5
7-11	13	01.4	Less than 7	189	Above \$10,000			98	10.8
12-15	29	03.2	7-8	225	Did not answer			124	13.6
16-17	36	04.0	9-11	234	Estimated student increase for last 12 months				
18-20	40	04.4	GED	25.7	Less than \$999			534	58.6
21-25	104	11.4	12	134	\$1000 - 1999			134	14.7
26-30	126	13.8	13	9	\$2000 - 2999			60	06.6
Over 30	530	58.2	14	01.5	\$3000 - 3999			20	02.2
Did not answer	26	02.9	15-16	20	40000 - 4999			15	01.6
Referred student to institution			Above 16	27	50000 - 5999			12	01.3
Employer	66	07.5	Did not answer	24	60000 - 7499			11	01.2
Other student	256	28.1	High school completed-mother	35	75000 - 9999			6	00.7
Radio, newspaper, TV	164	18.0	Less than 7	113	Above \$10,000			7	00.6
School recruits	47	05.2	7-8	183	Did not answer			112	12.3
High school counselor	172	18.9	9-11	301	Assistance received				
Welfare agency	16	01.8	GED	184	G. I. Bill			26	02.9
Did not answer	99	10.9	13	11	Scholarship			86	09.4
Race			14	33	Vocational rehabilitation			31	03.4
White	687	75.4	15-16	22	Welfare agency			25	02.7
Negro	210	23.1	Above 16	24	Other			341	37.4
American Indian	9	01.0	Did not answer	20	Did not answer			402	44.1
Did not answer	5	00.5	Distance to class each day (one way)	20	Plan to work toward 4 year degree				
Age			Less than 1 mile	62	Yes			165	18.1
17	8	00.9	1-3	200	No			701	76.9
18	143	15.7	4-6	135	Did not answer			45	04.9
19	183	20.1	7-9	102	Plan to be employed in				
20-22	171	18.8	10-15	145	North Carolina			788	86.5
23-25	56	06.1	16-25	124				91	10.0
26-29	74	08.1	26-30	59	Did not answer			32	03.5
30-39	153	16.8	Over 30	81	If answer to above is no check				
40-49	108	11.9	Did not answer	00.3	one of the following			25	02.7
Over 50	13	01.4	Residence while attending		Later military service			34	03.7
Did not answer	2	00.2	class		Marriage			56	06.1
Sex			Live with parents		Work in another state			21	02.3
Male	132	14.5	Live with spouse		Other			775	85.1
Female	775	85.1	Boarding student		Did not answer				
Did not answer	4	00.4	Other						
			Did not answer	18					

Thirty-three of the forty-two institutions that participated in the study are currently (1968) granting an Associate in Applied Science degree, a diploma, or certificate in health education. These curriculums include dental hygiene technology, dental laboratory technology, nursing-associate degree, dental assistant, medical laboratory assistant, medical office assistant, nurses' aide, nurses' assistant, personal care and family aide, practical nursing, and psychiatric aide.

CHARACTERISTICS OF STUDENTS

Table 13, page 54 shows the results of a study in which 911 health students participated. According to the study 85 percent of the health students in the North Carolina System are female. Twenty-three percent are Negro - the highest percentage of Negroes in any of the program areas.

Thirty-nine percent of the students are between 19 and 22 years of age, and 29 percent are between 30 and 49 years of age. A large proportion of the older students are probably mothers whose children are in school and who are now able to obtain the education that was not available to them earlier.

Almost one half of the health students, 42 percent, are married; and fewer than one fourth of the students, 23 percent, are employed. This relatively low percentage of students employed compared to the other curriculum areas can be accounted for, at least in part, by the fact that 98 percent attend class during the day, and 58 percent attend class more than thirty hours per week. The health student travels about the same distance to class as the other students; however, nine percent travel over 30 miles to class.

The educational background of the parents of the health student is lower than the educational background of the parents of the other students in the study. Seventy-one percent of the fathers and 66 percent of the mothers have not completed the twelfth grade. Fifty-four percent of the parents had an income last year of less than \$6000.

Seventy-seven percent of the students do not plan to work toward a four-year degree, and 41 percent of the students indicated they would not have attended an educational institution this year if the one they are now attending had not existed. A majority of the health students, 87 percent, plan to work in North Carolina after graduation.

Fifty-three percent of the students were enrolled in a general and 33 percent in an academic curriculum in high school. Almost two thirds of the students, 65 percent, were referred to the community college or technical institute by either another student, a high school counselor, or the news media.

TYPICAL STUDENT

The data indicate that the typical health student in the North Carolina community college or technical institute is female, white, and single, although many of her classmates are married. She has about equal chance of being 19 to 22 years of age or 30 to 49 years of age. She attends class during the day for more than thirty hours per week and travels about the same distance to class as most of the other students. She is unemployed, and her parents' income last year was below \$6000.

The typical health student does not plan to work toward a four-year degree, and almost one half of her classmates would not have attended another educational institution if the one she is attending had not existed. She is the most likely to work in North Carolina after graduation of any of the occupational students. The student already has more years of formal education than either of her parents. While in high school she was enrolled in either the general or academic curriculum and was referred to the institution she is attending by another student, high school counselor, or the news media.

Home Economics

Home economics education, although a recent addition to the two-year educational institution, involves foods, nutrition, textiles, clothing, child development, family relations, home furnishings and equipment, household economics, and home management.

The range of home economics careers is wide and varied. Programs currently being offered in community colleges and technical institutes throughout the country prepare graduates for careers in interior design, fashion merchandising, fashion designing, child care, and food service. Graduates may also be employed as assistants to professional home economists.

Table 14
Socio-Economic Characteristics of Students Enrolled in Home Economics Curriculums
(Number of Students - 25)

	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Number of Students</u>	<u>Percent of Total</u>
Program				
College transfer	13	52.0		
Technical	9	36.0	Marital status	
Vocational	3	12.0	Single	18 72.0
Did not answer	0	0.0	Married	3 12.0
Curriculum			Divorced	2 8.0
Agriculture	0	0.0	Widowed	1 0.4
Distribution	0	0.0	Separated	0 0.0
Engineering	0	0.0		
Health	0	0.0	Highest grade completed	1 0.4
Home Economics	25	100.0	Did not answer	1 0.4
Office	0	0.0	7-8	6 0.8
Trade and Industry	0	0.0	9-11	0 0.0
Did not answer	0	0.0	12	16 64.0
Classification	5	20.0	GED	1 0.0
New freshman	11	44.0		
Returning freshman	7	28.0	13	5 20.0
Sophomore	0	0.0	14	1 0.4
Did not answer	2	8.0	15-16	0 0.0
Attendance			Above 16	0 0.0
Day	23	92.0	Did not answer	0 0.0
Evening	2	8.0	High school curriculum	9 36.0
Did not answer	0	0.0	General	5 20.0
Contact hours			Vocational	11 44.0
1-6	1	0.4	Academic	11 44.0
7-11	1	0.4	Did not answer	0 0.0
12-15	6	24.0	Highest grade completed-father	1 0.4
16-17	5	20.0	Less than 7	5 20.0
18-20	6	24.0	7-8	2 8.0
21-25	2	8.0	9-11	6 24.0
26-30	1	0.4	GED	12 48.0
Over 30	2	8.0		
Did not answer	1	0.4	Above 16	7 28.0
Referred student to institution			Did not answer	0 0.0
Parent	7	28.0	Highest grade completed-mother	0 0.0
Employer	2	8.0	Less than 7	2 8.0
Other student	2	8.0	7-8	3 12.0
Radio newspaper, TV	2	8.0	9-11	7 20.0
School recruiter	3	12.0	12	5 20.0
High school counselor	6	24.0	GED	1 0.4
Welfare agency	3	12.0		
Did not answer	0	0.0	13	1 0.4
Race			14	0 0.0
White	17	68.0	Above 16	1 0.4
Negro	5	20.0	Did not answer	1 0.4
American Indian	2	8.0	Distance to class each day (one way)	1 0.4
Did not answer	1	0.4	Less than 1 mile	5 20.0
Age			1-3	3 12.0
17	1	0.4	4-6	1 0.4
18	8	32.0	7-9	5 20.0
19	8	32.0	10-15	4 16.0
20-22	5	20.0	16-25	1 0.4
23-25	1	0.4	26-30	5 20.0
26-29	0	0.0	Over 30	1 0.4
30-39	0	0.0	Did not answer	0 0.0
40-49	0	0.0	Did not answer	0 0.0
Over 50	2	8.0	Did not answer	0 0.0
Did not answer	0	0.0	Did not answer	0 0.0
Sex			Did not answer	1 0.4
Male	6	32.0	Plan to be employed in North Carolina	1 0.4
Female	17	66.0	Yes	16 72.0
Did not answer	0	0.0	No	6 24.0

Home economics was the last of the seven curriculum areas to be offered in the North Carolina community colleges and technical institutes. Only one of the forty-two institutions offered a curriculum in this area during the winter quarter of 1968. The graduate of this program is awarded an Associate in Applied Science degree in interior design technology.

CHARACTERISTICS OF STUDENTS

Table 14, page 57 shows the results of a study in which 25 home economics students participated. According to the study 68 percent of the students are female, 72 percent are single, 68 percent are white, and 64 percent are either 18 or 19 years of age.

A majority of those enrolled in home economics, 92 percent, attend class during the day. Thirty-two percent of the students are employed either on a part-time or full-time basis even though 68 percent of the students who participated in the study attend class between 12 and 20 hours a week.

Most of the students, 80 percent, were enrolled in an academic or general program in high school, although 20 percent were classified as vocational students. Twenty-eight percent of the students indicated they were referred to the institution they are now attending by their parents, whereas 24 percent gave the high school counselor and 12 percent gave the school recruiter credit for their attending the community college or technical institute.

Even though the educational background of the parents of the home economics students tends to be higher than that of the parents of the students in the other program areas, the family income for the last twelve months was lower. Table 14 shows that 40 percent of the parents of the home economics students had an income of less than \$4000, and approximately one half of the parents had a twelfth grade education or above.

A majority of the students, 84 percent, would have attended another educational institution this year if the one they are now attending had not existed. Although 64 percent are considering working toward a four-year degree, almost one fourth of the home economics students plan to work out-of-state.

TYPICAL STUDENT

The data indicate that the typical North Carolina community college or technical institute student enrolled in home economics is between 18 or 19 years of age, female, white, and single.

The typical student attends classes somewhere between 12 and 20 hours a week during the day. She is unemployed, although almost one third of her classmates are employed either on a part-time or full-time basis.

The home economics student was more likely to be enrolled in a vocational curriculum in high school than any of the other occupational students; however, she was probably enrolled in an academic or general program.

Her parents seem to have had more influence pertaining to the educational institution she attends than did the high school counselor or school recruiter. Her parents' income is somewhat lower than the parents' income of the other occupational programs.

The typical student is classified as a returning freshman and plans to work toward a four-year degree. She plans to work in North Carolina after graduation although a relatively large percentage of her classmates do not plan to work in North Carolina. She would have attended another educational institution this year if the one she is now attending had not existed.

Office

Occupational office programs at the community college and technical institute level have an unique educational function in the geographic areas they service. Changes in the job structures of the community and higher job entry requirements determine the purpose of these programs. Prospective employees are educated to fill middle management positions in business. In order to supply industry and business with trained personnel, the following curriculums are offered in the North Carolina community college system: accounting, business administration, court reporting, library assistant, electronic data processing - business, secretarial - engineering and technical, secretarial - executive, secretarial - legal, and secretarial - medical. The distribution of these curriculums among the forty-two institutions is included in Table 9, page 44.

Table 15
Socio-Economic Characteristics of Students Enrolled in Office Curriculums
(Number of Students - 2,174)

Program	Number of Students	Percent of Total	Number of Students		Percent of Total	Number of Students	Percent of Total	
			Number of Students	Percent of Total				
College transfer	148	06.8	Marital status	1,564	71.9	Is in - institution located in your home county	1,552	71.4
Technical	1,840	84.6	Single	526	24.2	Yes	1,604	27.8
Vocational	174	08.0	Married	35	01.6	No	18	00.8
Did not answer	12	00.6	Divorced	19	00.9	Did not answer		
Curriculum			Widowed	25	01.1	Employment status		
Agriculture	0	00.0	Separated	5	00.2	Unemployed	1,038	47.7
Distribution	0	00.0	Did not answer	5	00.2	Employed part-time	719	33.1
Engineering	0	00.0	Highest grade completed	13	00.6	Employed full-time	397	18.3
Health	0	00.0	7-8	68	03.1	Did not answer	20	00.9
Home Economics	0	00.0	9-11	1,382	63.6	Would you have attended another educational institution this year if this institution had not existed		
Office	2,174	100.0	12	92	04.2	Yes	1,473	67.8
Trade and industry	0	00.0	GED	13	02.0	No	657	30.2
Did not answer	0	00.0	14	03.6	Did not answer	44	02.0	
New freshman	749	34.5	Above 16	4	00.2	Estimated parent income for last 12 months		
Returning freshman	851	39.1	Did not answer	24	01.1	Less than \$999	119	05.5
Sophomore	513	23.6	High school curriculum	1,100	50.6	\$1000 - 1999	120	05.5
Did not answer	61	02.8	General	286	13.2	\$2000 - 2999	110	05.1
Attendance			Vocational	704	32.4	\$3000 - 3999	210	09.7
Day	1,806	83.1	Academic	84	03.9	\$4000 - 4999	244	11.2
Evening	356	16.4	Did not answer	84	03.9	\$5000 - 5999	274	12.6
Did not answer	12	00.6	Highest grade completed	306	14.1	\$6000 - 7499	322	14.8
Contact hours			Father	490	22.5	Above \$10,000	289	13.3
1-6	200	09.2	Less than 7	585	26.9	Did not answer	263	12.1
7-11	129	05.9	7-8	483	22.2	Estimated student income for last 12 months	223	10.3
12-15	219	10.1	9-11	23	01.1	Less than \$999	1,034	47.6
16-17	190	08.7	12	59	02.7	\$1000 - 1999	374	17.2
18-20	582	26.8	GED	69	03.2	\$2000 - 2999	211	09.7
21-25	555	25.5	13	50	02.3	\$3000 - 3999	132	06.1
26-30	89	04.1	14	45	02.1	\$4000 - 4999	102	04.7
Over 30	158	07.3	15-16	64	02.9	\$5000 - 5999	56	02.6
Did not answer	52	02.4	Above 16	160	07.4	\$6000 - 7499	43	02.0
Referred student to institution			Did not answer	374	17.2	\$7500 - 9999	92	04.2
Parent	394	18.1	Highest grade completed	754	34.7	Above \$10,000	77	03.5
Employer	67	03.1	Mother	591	27.2	Did not answer	22	01.0
Other student	571	26.3	Less than 7	36	01.7	Assistance received	174	08.0
Radio, newspaper, TV	290	13.3	7-8	59	02.7	G. I. Bill	718	33.0
School recruiter	196	09.0	9-11	14	02.7	Scholarship	122	05.6
High school counselor	554	25.5	12	61	02.8	Vocational rehabilitation	92	04.2
Welfare agency	13	00.6	GED	69	03.2	Welfare agency	77	03.5
Did not answer	89	04.1	13	21	01.0	Other	22	01.0
Race	1,819	83.7	14	49	02.3	Did not answer	1,143	52.6
Negro	324	14.9	15-16	138	06.3	Plan to work toward 4 year degree	478	22.0
American Indian	17	00.8	Above 16	425	19.5	Yes	1,594	73.3
Did not answer	14	00.7	Did not answer	444	20.4	No	102	04.7
Age			Distance to class each day (one way)	270	12.8	Did not answer		
17	21	01.0	Less than 1 mile	302	17.0	Plan to be employed in		
18	494	22.7	1-3	109	05.0	North Carolina		
19	681	31.3	4-6	92	04.2	Yes	1,777	81.7
20-22	542	24.9	7-9	107	00.7	No	339	15.6
23-25	113	05.2	10-15	109	04.2	Did not answer	58	02.7
26-29	100	04.6	16-25	92	00.7	If answer to above is no check		
30-39	129	05.9	26-30	138	06.3	one of the following		
40-49	71	03.3	Over 30	109	05.0	Enter military service	81	03.7
Over 50	20	00.9	Did not answer	109	05.0	Marriage	141	06.5
Did not answer	3	00.1	Residence while attending	109	05.0	Work in another state	229	10.5
Sex			class	119	05.5	Other	93	04.3
Male	837	38.5	Live with parents	1,444	66.4	Did not answer	1,630	75.0
Female	1,334	61.4	Live with spouse	451	20.7			
Did not answer	3	00.1	Boarding student	143	06.6			
			Other	119	05.5			
			Did not answer	17	00.8			

Forty of the forty-two community colleges and technical institutes offered a total of 131 curriculums in office education during 1968. A graduate of the two-year programs in office education receives an Associate in Applied Science degree, and a graduate of the one-year programs receives a diploma.

CHARACTERISTICS OF STUDENTS

Table 15, page 60 shows the results of the survey in which 2,174 office students participated. According to the survey 61 percent of the students are female, 84 percent are of the white race, 72 percent are married, and 54 percent are either 18 or 19 years of age.

Thirty-nine percent of the office students are classified as returning freshmen compared to 35 percent enrolling for the first time. A majority of the students, 83 percent, attend class during the day, and more than one half of the students attend class between 18 and 25 hours a week. Seventy-one percent of the office students are enrolled in an institution located in their home county, with 59 percent traveling less than ten miles to class each day. Of the students participating in the study 66 percent live with their parents.

Most of the students, 83 percent, indicated they had been enrolled in either a general or academic program in high school, and twenty-six percent claimed they were referred to the institution they are now attending by other students. The same number of students gave the high school counselor credit for their attending this institution. Thirteen percent of the students indicated that they were referred to the institution by either radio, newspaper, or television. Thirty percent of the students would not have attended another educational institution this year if the one they are now attending had not existed.

The data included in the study show that 26 percent of the parents of the office students had an income of less than \$4000 during the last twelve months, and 64 percent of the fathers and 59 percent of the mothers had less than a twelfth grade education. Both the parents' income and educational background are somewhat lower than for the other students participating in the survey.

Eighty-two percent of the office students plan to work in North Carolina after graduation, and twenty-two percent plan to work toward a four-year degree.

TYPICAL STUDENT

The data indicate that the typical office student in the North Carolina community college or technical institute is a female, white, married, and either 18 or 19 years of age.

She attends class between 18 and 25 hours per week during the day and is probably classified as a returning freshman. The student attends an institution in her home county, lives with her parents, and travels less than ten miles to class.

The typical student was enrolled in a general or academic program in high school and was probably referred to this institution by another student or high school counselor. She would have attended another institution this year if the one she is now attending had not existed. North Carolina businesses will probably utilize her abilities after graduation, but she does not plan to work toward a four-year degree.

Her parents' income and educational background are somewhat lower than those of the typical North Carolina community college or technical institute student.

Trade and Industry

The primary purpose of trade and industrial education is to provide instruction which is planned to develop basic manipulative skills, safety judgment, technical knowledge, and related occupational information for the purpose of training persons for initial employment in industrial occupations and upgrading or retraining workers employed in industry.

This type of individual according to the United States Dept-Department of Health, Education, and Welfare, will engage in occupations concerned with designing, producing, processing, assembling, maintaining, servicing, or repairing of any product or commodity.

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1. United States Department of Health, Education, and Welfare, Office of Education. Administration of Vocational Education. Vocational Education Bulletin, General Series, No. 1 Washington, D. C.: Government Printing Office, 1958.

Table 16
Socio-Economic Characteristics of Students Enrolled in Trade and Industry Curriculums
(Number of Students - 2,677)

	Number of Students	Percent of Total		Number of Students	Percent of Total			
Program			Marital status			Is this institution located in your home county		
College transfer	82	03.1	Single	1,585	59.2	Yes	1,705	63.7
Technical	600	22.4	Married	1,027	38.4	No	948	35.4
Vocational	1,982	74.0	Divorced	28	01.0	Did not answer	24	00.9
Did not answer	1,13	00.5	Widowed	9	00.3	Employment status		
Curriculum	0	00.0	Separated	16	00.6	Employed	864	32.3
Agriculture	0	00.0	Did not answer	12	00.4	Part-time	693	25.5
Distribution	0	00.0	Highest grade completed	108	04.0	Employed full-time	1,105	41.3
Engineering	0	00.0	7-8	283	10.6	Did not answer	25	00.9
Health	0	00.0	9-11	1,790	66.9	Would you have attended another educational institution this year if this institution had not existed		
Home Economics	0	00.0	GED	1,196	07.3	Yes	1,565	58.5
Office	0	00.0	100.0	177	06.6	No	1,036	38.7
Trade and Industry	2,677	100.0	13	61	02.3	Did not answer	76	02.8
Did not answer	0	00.0	14	26	01.0	Estimated parent income for last 12 months		
Classification	1,091	40.8	Above 16	8	00.3	Less than \$999	195	07.3
New freshman	1,131	42.2	Did not answer	28	01.0	\$1,000 - 1,999	170	06.4
Returning freshman	341	12.7	Highest grade completed	1,702	63.6	\$2,000 - 2,999	158	05.9
Sophomore	114	04.3	General	415	15.5	\$3,000 - 3,999	239	08.9
Did not answer	114	04.3	Vocational	430	16.1	\$4,000 - 4,999	307	11.5
Attendance	1,822	68.1	Academic	130	04.9	\$5,000 - 5,999	355	13.3
Day	835	31.2	Did not answer	524	19.6	\$7,500 - 9,999	342	12.8
Evening	20	00.7	Highest grade completed-father	628	23.5	Above \$10,000	298	11.1
Did not answer	20	00.7	Less than 7	699	26.1	Did not answer	270	10.1
Contact hours	248	09.3	7-8	506	18.9	Estimated student income for last 12 months		
1-6	144	05.4	9-11	41	01.5	Less than \$999	343	12.8
7-11	199	07.4	GED	30	01.1	\$1,000 - 1,999	864	32.3
12-15	84	03.1	12	45	01.7	\$2,000 - 2,999	425	15.9
16-17	84	05.4	13	55	02.1	\$3,000 - 3,999	242	09.0
18-20	166	06.2	14	38	01.4	\$4,000 - 4,999	206	07.7
21-25	237	08.9	15-16	111	04.1	\$5,000 - 5,999	241	09.0
26-30	849	31.7	Above 16	286	10.7	\$7,500 - 9,999	244	09.1
Over 30	707	26.4	Did not answer	466	17.4	Above \$10,000	184	06.9
Did not answer	43	01.6	Highest grade completed-mother	667	32.4	Did not answer	91	03.4
Referred student to institution			Less than 7	696	26.0	Did not answer	36	01.3
Parent	306	11.4	7-8	57	02.1	Assistance received	144	05.4
Employer	228	08.5	9-11	39	01.5	G. I. Bill	431	16.1
Other student	727	27.2	12	62	02.3	Scholarship	58	02.2
Radio, newspaper, TV	403	15.1	13	62	01.3	Vocational rehabilitation	110	04.1
School recruiter	235	08.8	14	101	03.8	Welfare agency	45	01.7
High school counselor	615	23.0	15-16	140	05.2	Other	780	29.1
Welfare agency	28	01.0	Above 16	451	16.8	Did not answer	1,53	46.8
Did not answer	135	05.0	Did not answer	464	17.3	Plan to work toward 4 year degree		
Race			Distance to class each day (one way)	331	12.4	Yes	527	19.7
White	2,192	81.9	Less than 1 mile	506	18.9	No	2,024	75.6
Negro	446	16.7	1-3	142	05.3	Did not answer	126	04.7
American Indian	19	00.7	4-6	384	14.3	Plan to be employed in		
Did not answer	20	00.8	7-9	142	05.3	North Carolina		
Age			10-15	331	12.4	Yes	2,167	80.9
17	22	00.8	16-25	506	18.9	No	420	15.7
18	457	17.1	26-30	142	05.3	Did not answer	90	03.4
19	630	23.5	Over 30	239	08.9	If answer to above is no check		
20-22	558	20.8	Did not answer	20	00.7	one of the following		
23-25	271	10.1	Residence while attending			Enter military service	213	08.0
26-29	218	08.1	class			Marriage	131	04.9
30-39	344	12.9	Live with parents			Work in another state	222	03.3
40-49	142	05.3	Live with spouse			Other	111	04.1
Over 50	32	01.2	Boarding student			Did not answer	747	74.7
Did not answer	3	00.1	Other				2,000	
Sex			Did not answer					
Male	2,496	93.2						
Female	165	06.2						
Did not answer	16	00.6						

North Carolina's System of community colleges and technical institutes offers a wide variety of industrially oriented training programs. The training ranges from highly skilled engineering technicians and skilled craftsmen to semi-skilled workers for the specific industry need.

A total of 189 trade and industrial programs are currently (1968) being offered in the forty-two institutions. Graduates of the two-year curriculums receive an Associate in Applied Science degree; graduates of the one-year programs receive a diploma and graduates of programs of less than one-year receive a certificate. These curriculums include commercial art and advertising design technology, printing management technology, air conditioning and refrigeration service, auctioneering, auto body repair, auto mechanics, carpentry, cosmetology, diesel mechanics, drafting - building trades, drafting - mechanical, electrical installation and maintenance, electrical linesman and heavy equipment operator. In addition to the above trade and industrial curriculums some of the community colleges and technical institutes offer graphic arts - printing, knitting, machine fixing, machinist, maintenance - electromechanical, marine mechanics, masonry, outboard motor repair, production assistant - furniture, radio and television servicing, sewing machine mechanics, textile production, tool and die making, upholstering, upholstery sewing and welding.

CHARACTERISTICS OF STUDENTS

Table 16, page 63 shows the results of the survey in which 2,677 trade and industrial students participated. According to the survey 93 percent of the trade and industrial students are male, 82 percent are white, and 59 percent are single.

A majority of the students, 61 percent, are between 18 and 22 years of age; however, 19 percent of the students listed their age as 30 years of age or above. The trade and industrial student is more likely than any of the occupational students to attend evening classes. Thirty-one percent of the students attend evening classes, and 58 percent attend class twenty-six or more hours per week.

Twenty-nine percent of the parents had an income of less than \$4000 during the last twelve months, and 69 percent of the fathers and 61 percent of the mothers have less than a twelfth grade education.

Almost twice as many of the trade and industrial students are employed full-time as those in the next highest curriculum area. Forty-one percent of the trades and industry students are employed full-time compared to 21 percent of the students enrolled in the distribution curriculums. Two-thirds of the trade and industrial students are employed at least part-time.

Eighty-one percent of those participating in the study plan to be employed in North Carolina after graduation, and 39 percent claim that they would not have attended another educational institution this year if the one they are now attending had not existed.

TYPICAL STUDENT

The data indicate that the typical North Carolina community college or technical institute student enrolled in a trade and industrial curriculum is male, single, and between 18 and 22 years of age. He attends class twenty-six or more hours per week and is more likely to attend evening classes than any of the occupational students.

Even though the trade and industrial student attends class more hours per week than most of the students, he is more likely to be employed. Almost one-half of his classmates are employed on a full-time basis. The typical student plans to be employed in North Carolina after graduation and probably would have attended another educational institution this year if the one he is now attending had not existed. More than one third of the students participating in the study indicated they would not have attended another educational institution this year.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Comprehensive community colleges are created to provide a post-secondary educational opportunity for the people of all socio-economic backgrounds within commuting distance of their homes.

The community colleges and technical institutes are not limited to the usual college curriculums and degrees. Thus, because of the greater number of offerings and the fact that these institutions operate under an "open door policy," it has been found that individuals who seek or need more education differ widely in ability, in adjustment, in beliefs, and in physical and mental health. While some needs are important in determining interest in future education, others are equally potent in determining the kind and amount of education desired. Some students have heavy responsibilities and few resources, whereas others are in a most favorable financial position.

In general, the population of a particular college tends to be more homogeneous than the total college population. There is a slight tendency for the socio-economic and cultural differences within an institution to appear to be of lesser magnitude than the differences between total population of different groups or institutions.

The results of this survey tend to strengthen the report by Dressel that one would expect to find more variation among the socio-economic differences within a state system of educational institutions than within the individual institutions.¹

The data in this study indicate that all the institutions have students from varied social and economic backgrounds. No attempt was made to elaborate on each characteristic for

1. Dressel, "Educational Demands Arising From Individual Needs and Purposes," p. 50.

each institution; however, some of the socio-economic similarities and differences within the system are considered.

A characteristic of major concern is the proportion of day to evening students. (It should be noted that this survey involved only students enrolled in curriculum programs and that all the institutions offer non-curriculum programs, most of which are in the evening.) The day enrollment varies from thirty-nine percent at one institution to one-hundred percent at another institution within the system. The data indicate that thirty-one of the institutions enroll more than three-fourths of their credit students in a day program, whereas twenty of the thirty-two institutions have over ninety percent of their student body classified as day students. Three institutions in the system; however, have an almost equal day and evening enrollment in curriculum programs.

The percentage of male students in the institutions ranges from 28 percent to 100 percent. A majority of the institutions (27) list a ratio of male to female - somewhere between 1:1 and 3:1. Nine institutions have a male to female ratio higher than a 3:1. The percentage of female students in a particular institution is largely dependent upon the number of students enrolled in the office, health, and home economics curriculums.

Marital status of the students appears to be more closely related to day or evening attendance than to a particular institution. If an institution has a high percentage of evening attendance, it usually has a high percentage of married students. Twelve of the forty-two institutions have seventy-five percent or more single students, whereas five institutions have fewer than 50 percent of the students who are single.

According to the survey, the percentage of students who are Negro ranges from zero to 55. Nineteen institutions have a Negro enrollment of 10 percent or less while three institutions have an enrollment of 50 percent or more. Eleven of the institutions having a Negro enrollment of 10 percent or less are located in the western part of the state where the Negro population is relatively small.

Sixteen of the forty-two institutions have over forty percent out-of-county students, whereas eleven of the institutions have 75 percent or more of their students living within the county where the institution is located. Another characteristic that seems to be affected by the number of out-of-county students is the number of boarding students. A majority of the institutions (31) have 10 percent or fewer of their students listed as boarding students; however, five of the institutions surveyed listed over one fifth of their students as boarding students. It should be noted that all

of the institutions are commuting institutions without dormitory facilities.

The data show that many of the people who attend community college institutions are employed. The percentage of unemployed students varies from a high of 87 percent at one institution in the state to a low of 21 percent at another institution. Almost one-half of the institutions (19) have 40 to 60 percent of their students employed.

The information in this study may serve as a base for future studies concerning student and family income, parents' education, monetary assistance, employment status, sex, race, marital status, highest grade completed, high school curriculum, student's plans relative to future education and employment, class attendance and distance to class.

From the preceding data it is evident that variations exist in the social and economic characteristics of students enrolled for credit in the North Carolina community colleges and technical institutes. Table 17, page 69 shows a wide variation among the characteristics of the North Carolina student, the college transfer, the technical, and vocational student. A similar comparison may be obtained from Table 18, page 70 for the seven occupational divisions.

The community colleges and technical institutes, through the "Open Door" policy, have successfully extended universal education beyond the high school. But the data in this study indicate that certain factors should be strengthened if these institutions are to provide a sound educative program for "all" the community.

..... There should be a determined effort to reach "all" socio-economic groups of the community, not only in the non-credit, but the credit programs.

..... There should be more credit programs that are attractive to females. Prospective students should be made aware of the opportunities that exist for females in many of the "all male" occupations.

..... A ratio of five day students to one evening student throughout the state and the fact that some institutions do not have any evening students enrolled in credit programs indicate that adequate credit programs are not available for those who desire to enroll in the evening. A one-half time program offered after 5:00 p.m. has proven satisfactory at some locations and should be considered as a possible solution to the low evening enrollment.

..... Consideration should be given to the recruiting, scheduling, and adapting programs for the "over 25" student.

Table 17

Socio-Economic Characteristics of Community College and Technical Institute Students
for the North Carolina System, the College Transfer Program,
the Technical Program, and the Vocational Program

	North Carolina System	College Transfer Program	Technical Program	Vocational Program
	Percent of Total	Percent of Total	Percent of Total	Percent of Total
Evening attendance	16.2	09.0	14.8	24.1
Less than 16 contact Hours Per Week	26.4	46.3	20.5	19.2
More than 25 contact hours per week	29.1	03.7	21.2	63.4
Referred to institution by school recruiter	08.3	06.6	09.4	07.9
Nonwhite students	13.0	07.7	12.0	18.6
Students less than 20 years of age	48.7	53.0	51.4	41.6
Students 30 years of age or older	13.0	07.8	09.4	22.6
Female students	32.1	32.1	33.3	30.2
Married students	28.0	19.5	25.0	39.5
Enrolled in vocational curriculum in high school	10.4	03.3	10.7	15.8
Fathers with less than 12 years education	61.8	52.6	61.2	70.2
Mothers with less than 12 years education	54.4	45.2	53.6	63.2
Students traveling 10 miles or more to class	44.9	47.7	42.7	47.0
Boarding students	10.5	13.1	11.0	07.7
Students from out-of-county	37.5	41.4	38.0	33.9
Students employed part-time	32.3	36.7	35.0	24.1
Students employed full-time	21.2	13.5	18.9	31.1
Students who would not have attended another institution	29.6	21.0	27.1	40.6
Parents with income of less than \$5000	34.2	28.0	33.1	41.3
Parents with income of more than \$10,000	14.4	21.2	14.0	09.4
Students receiving G I Bill	09.6	08.6	08.8	11.7
Students receiving a scholarship	05.2	08.7	04.3	03.7
Students who plan to work toward 4 year degree	37.9	86.2	27.3	16.0
Students who plan to be employed in North Carolina	78.8	76.5	77.2	83.5

Table 18

Socio-Economic Characteristics of Community College and Technical Institute Students
in Each of the Seven Occupational Divisions

	Agriculture	Distribution	Engineering	Health	Home Economics	Offices	Trade and Industry
	Percent of Total						
Evening attendance	07.7	17.6	14.9	00.9	08.0	16.4	31.2
Less than 16 contact hours per week	10.8	32.0	21.3	05.4	32.0	25.2	22.1
More than 25 contact hours per week	09.0	10.1	35.9	72.0	12.0	11.4	58.1
Referred to institution by school recruiter	18.1	04.3	10.9	05.2	12.0	09.0	08.8
Nonwhite students	06.7	11.7	05.3	24.1	28.0	15.7	17.4
Students less than 20 years of age	58.0	53.2	46.8	36.7	68.0	55.0	41.4
Students 30 years of age or older	03.1	07.8	07.7	30.1	08.0	10.1	19.4
Female students	09.2	23.4	03.6	85.1	68.0	61.4	06.2
Married students	11.6	23.0	28.4	41.5	12.0	24.2	38.4
Enrolled in vocational curriculum in high school	17.4	11.3	06.9	10.4	20.0	13.2	15.5
Fathers with less than 12 years education	60.9	65.3	57.4	71.1	52.0	63.5	69.2
Mothers with less than 12 years education	49.3	59.8	46.9	65.5	48.0	59.3	60.5
Students traveling 10 miles or more to class	53.6	37.4	45.6	44.9	44.0	40.1	47.4
Boarding students	15.0	05.1	13.9	11.0	04.0	06.6	08.1
Students from out-of-county	55.6	32.8	46.1	37.2	28.0	27.8	35.4
Students employed part-time	34.8	45.3	40.5	19.4	20.0	33.1	25.5
Students employed full-time	10.9	20.7	19.7	03.3	12.0	18.3	41.3
Students who would not have attended another institution	24.4	24.6	22.3	40.7	16.0	30.2	38.7
Parents with income of less than \$5000	34.1	34.4	27.1	42.8	48.0	37.0	40.0
Parents with income of more than \$10,000	13.0	12.1	18.8	10.8	16.0	12.1	10.1
Students receiving G I Bill	09.2	07.4	12.5	02.9	00.0	05.6	16.1
Students receiving a scholarship	03.9	03.9	03.4	09.4	24.0	04.2	02.2
Students who plan to work toward 4 year degree	28.0	33.6	44.1	18.1	64.0	22.0	19.7
Students who plan to be employed in North Carolina	75.8	78.5	72.4	86.5	72.0	81.7	80.9

..... When planning social activities it should be remembered that more than one-half of the students commute to class, are employed, and that one-fourth of the students' families have an annual income of less than \$4000.

..... The housing situation should be reviewed in institutions where almost one-third of the students are boarding students.

..... There should be a more effective communication between the high school counselor and the community colleges and technical institutes. Summer workshops for the high school counselors are recommended as one method of informing the counselor.

..... Broader vocational offerings in the secondary schools, in addition to vocational guidance, should do much to motivate a larger percentage of vocational students to continue their training at the post-secondary institutions.

..... The fact that one-fourth of the technical students plan to work toward a four-year degree seems to justify concern. One or more of the following situations should help to satisfy at least part of the problem:

- provide a more adequate guidance program for the students
- provide exploratory programs for students who are undecided
- investigate the feasibility of a Bachelor of Technology degree for those technical students who desire to continue their education.

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APPENDIXES

APPENDIX A

LETTER TO PRESIDENTS OF COMMUNITY COLLEGES
AND TECHNICAL INSTITUTES

Letters to Presidents of Community Colleges
and Technical Institutes

Department of Community Colleges



State Board of Education
Raleigh North Carolina

January 22, 1968

MEMO TO: Presidents of Institutions

FROM: I. E. Ready

The North Carolina Department of Community Colleges has been requested by the United States Department of Health, Education, and Welfare to submit a comprehensive report in 1968. In order that this report will be factual and up-to-date, a survey instrument has been constructed and each credit student enrolled in a North Carolina Community College unit will be asked to complete one of these data sheets.

The information obtained from this study will not only be of value to federal and state agencies but will provide the local institution up-to-date information concerning the socio-economic characteristics of its students. The final report (December, 1968) will contain the following:

1. A socio-economic profile of the North Carolina Community College Student
2. Socio-economic profiles of the college transfer, technical, and vocational student
3. Socio-economic profiles for students enrolled in each of the existing forty-three community college units
4. Socio-economic profiles for students enrolled in each of the seven Occupational Curriculums (Agricultural, Business, Engineering, and etc.)

The above profiles will be constructed from data obtained from data sheets that will be distributed at the January meeting of Personnel Directors at Richmond Technical Institute.

Most of the funds for this study are available from federal sources thus allowing the North Carolina System to make a comprehensive study of its students with a minimum of cost to the Department of Community Colleges.

Because of the potential value of this information to the federal report, to state legislative reports, to the people of North Carolina, and to your institution, I urge you to encourage a 100 percent participation of students enrolled in credit programs.

APPENDIX B
DEFINITION OF TERMS

DEFINITION OF TERMS

Comprehensive Community College - (North Carolina) provides for those beyond the normal high school age of 18 years old or older, whether they are high school graduates or not, appropriate, economical, and nearby learning opportunities. These opportunities range, depending upon individual needs and previous educational achievements, from the first grade level through the second year of college -- including vocational, technical, and general adult education.

"Open Door" Policy - For any person 18 years old or older who seriously wants and needs more education, the doors of the institution within the system are open.

College Transfer Programs - Two year programs designed for transfer to senior colleges for work to apply toward a baccalaureate degree. Successful completion of the two-year program leads to the Associate of Arts degree.

Technical Programs - Two-year programs designed to prepare individuals for jobs in which some manipulative skill is required but in which technical knowledge is emphasized. These programs are developed as college level programs but usually lead to employment upon graduation. Graduates of the technical programs receive the Associate in Applied Science degree.

Vocational Programs - Programs ranging from one to four quarters in length, depending upon the development of skills and job proficiency. Major emphasis is placed on practice rather than theory. Certificates are usually awarded upon completion of the one to three quarter programs, whereas diplomas are awarded upon completion of the four quarter programs.

Terminal Student - One who will not continue his education at a level above the junior college.

Day Student - A person taking more than half of his classes before 5:00 P. M.

Evening Student - A person taking more than half of his classes after 5:00 P. M.

Full-Time Student - A person enrolled 16 (contact) hours per week.

Part-Time Student - A person enrolled less than 16 (contact) hours per week.

Contact Hours - Number of hours the class meets. Normally figured on a weekly basis.

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TITLE

SOCIO-ECONOMIC PROFILE OF CREDIT STUDENTS IN THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

PERSONAL AUTHOR(S)

Bolick, Gerald M.

INSTITUTION (SOURCE)	North Carolina State Board of Education Department of Community Colleges, Raleigh, North Carolina	SOURCE CODE
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ABSTRACT

The primary purpose of the study is to provide an up-to-date report on certain social and economic characteristics of credit students enrolled in a newly established comprehensive community college system.

A socio-economic data sheet was constructed by the writer and completed by 11,184 students enrolled in forty-two North Carolina community colleges and technical institutes. Comparisons were made between the North Carolina student and students in other states, in addition to comparisons among the program areas and among curriculums within the occupational programs.

The study indicates that the community colleges and technical institutes, through the "Open Door" policy, have successfully extended universal education beyond the high school. But certain factors should be strengthened if these institutions are to provide a sound educative program for "all" the community. The results of the study indicate that there should be a determined effort to provide additional opportunities for the lower socio-economic groups, the female, the evening student, and the "over 25" student. Social activities and the housing situation should be reviewed and adapted to the local situation.

A more coordinated effort among the high schools, the community colleges and technical institutes, and the senior colleges is needed to provide a sound educative program for "all" the community.

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